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ABSTRACT

The set of materials includes five story units to be read by elementary school students and corresponding teacher guides designed to promote subsequent class discussion. Story units cover school matters, play activities, home life, peer relationships, and responsibility. The teacher guides contain lesson objectives, discussion questions, and summaries of each lesson designed to reinforce the guidance objectives initially set forth. This program is planned: (1) to create an awareness that a motive or goal is behind all behavior; and (2) to help children become more perceptive of their goals and the options available to reach those goals. (CJ)

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Title: A PILOT STUDY TO DETERMINE THE EFFECTIVENESS OF GUIDANCE CLASSES IN DEVELOPING SELF-UNDERSTANDING IN ELEMENTARY SCHOOL CHILDREN PROJECT NO. 8-E-051

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CURRICULUM MATERIALS

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STORIES UNIT I

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# PREFACE

Dear Boys and Girls,

These stories are for you and they are about you. As you read them you will recognize many of your classmates, and perhaps yourself, too.

These stories have been written so that you can learn to know why you and your friends behave as you do. They have also been written to help you learn other ways to behave.

We hope you will enjoy these stories and the discussions that you have about them. Most important, though, we hope you will learn from them. We also hope that you will discover that everyone has problems, and that there are many people who can help you if you only ask to be helped.

7/68 USOE Project #8-E-051

# THE FIRST DAY

The children were all excited as they ran into the schoolyard. They looked clean and pretty in their new clothes for the first day of school. They were glad to see each other and ran from group to group saying hello.

Soon, however, they settled down into little groups talking about what was really most important to all of them: "I wonder who we're going to have for fourth grade. Will she like us and, most important, will we like her?"

Jimmy Cohen said he heard from his sister Jenny that Miss Brownley was tough. Mary Colter said her friend Linda had Mrs. Joseph last year and that she gave gobs of homework. But that was better than Miss Henky, "'Cause she was so easy no one learned nuthin'," added Peter.

That really started the arguments because other kids had heard other stories. By the time the bell rang, all the boys and girls were ready to go home and forget about school and teachers. But they couldn't do that, so in they marched. They sat down in their classrooms wondering, each in his own way, what the new teacher was like.

* * * * * * * * *

While the children had been playing in the playground the teachers had been in the Teachers' Lounge. Miss Henky was saying, "I do hope I have a nice group of children this year. You know if they like their teacher the year really can be fun."

"Yes," said Miss Brownley, "I've been looking forward to getting back, too. I've planned what I think will be some fun units for my class."

Mrs. Joseph sighed, "Well," she said, "you know how rumors spread about teachers. I just wish the children would come and judge for themselves."

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So now it was nine o'clock and there they were, each group sitting expectantly with their new teacher, wondering what the year would bring for them.

Miss Brownley was smiling as Jimmy entered the room. "You must be Jimmy Cohen -- you look like your sister Jenny. I'm glad to have you in my class, Jim. Sit in the first seat, please."

Jim watched Miss Brownley welcome each child and assign a seat. When everyone was seated she said, "Well, good morning, class. I'm very glad to meet you. My name is Miss Brownley and I'd like you to sit back and relax for a few minutes while I talk to you about our class and what we are going to do this year. You see, we all have a job to do. That job is to work together.

"I have hopes that we will all learn many things; I will learn and so will you. There will be many things that I will not know and I will have to ask you. There are many things you will not know and you will have to ask me. Let's learn to share what we know and come to each other for help.

"Let's also learn that if we want to work together in the happiest way, we will have to follow a few simple rules. I know that boys and girls like to know the rules so I've written them on the chart for you to look at later. The important thing for you to remember now is that I am your teacher and your friend. If you don't understand something or if you need something, please ask me."

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In Mrs. Joseph's room, the children were all seated at the desks which she had tagged with their names. She was saying, "Boys and girls, I always give my class the chance to start their homework in school. If you work carefully and learn to use your time, you will have very little work to take home. You will see how the program works as we get into the units during the next week. I will help you. Most important, though, I want you to remember that you should feel free to ask me about any problems you may have."

* * * * * * * *

Miss Henky's children had been asked to line up according to size and then they marched in and sat down. Miss Henky was smiling. She said, "I know you must be wondering what kind of teacher I am and I am wondering what kind of boys and girls you are. I am certain that you are nice boys and girls and I'm going to think of you that way until you make me change my mind about you. I hope you won't do that because we can have so very much more fun learning together if you cooperate.

"I always have special projects that you can do for extra credit as well as exciting books for you to read in your spare time. I expect everyone to do the assigned work, but I also expect that you will be grown-up about it and not rely on me to keep nagging you to do your work. Remember, you are in fourth grade now."

# "ME, CALL ME, OH ME!"

"The world news is most exciting today. Who can tell the class what I'm referring to?" asked Miss Henky.

Al was out of his seat screaming, "I know -- Oo-oo -- let me tell." Becca was waving her hands back and forth and saying, "Call me, call me." At least a dozen other children were hopping, jumping or wiggling in their seats with their hands flapping while they yelled, "Me, call me, oh me!"

Miss Henky called on Al just to stop him from screaming. "All right, Al, tell us," she said.

Al was so surprised to be called on that he said, "Wah -- what do ya want?" The class laughed. Of course, Al was embarrassed. A second later, though, the class started the "Oo, let me tell" and "Oh, call me" routines again.

Miss Henky raised her hand for silence. That was a class signal that she and the boys and girls had decided to use the first week of school. Bobby Bennett had suggested that the class should try it. They did, and found that it worked, and was fun besides. It's the same signal the Scouts use. So, when Miss Henky raised her hand, the group quieted down to hear what she had to say.

"Boys and girls, this year I hope we can have many discussions. We will want to talk about world affairs or science. We will want to talk about a trip or visit which someone has made to an interesting place. Perhaps we may even want to talk, as we did last week, about the way people feel about certain things. You know, talking about problems we all have, big people as well as little people.

"Now, you know we certainly can't do our talking or get much else done if you Eager Beavers jump, scream, wiggle and shout when I ask a question. So let's see if we can develop some grown-up ways to handle these grown-up discussions.

"Al, what do we need to have a discussion?"

Al thought for a minute. Then he said, "Well, I suppose ideas help." The children laughed and so did Miss Henky as she wrote CONTRIBUTE IDEAS on the board.

"What's next, do you suppose, David?"

Dave laughed and said, "No oo's, oh's or call me, call me."

"Right," said Miss Henky and she wrote COOPERATE on the board. "And, now what should I write?" she asked. The children thought and made suggestions. Finally, Miss Henky wrote CONSIDER and CONTINUE on the board.

"You see, children, a discussion is like a relay race. In the relay, the runners keep passing the baton from one to another as they keep moving toward the goal.

"In a discussion, you must act like one team. You must take an idea, consider it, and then continue it on to the goal of the discussion. In other words, I mean let's not all tell the same thing over and over."

"Look, Miss Henky," said Joanna. "There are four C's in a discussion -- Contribute, Cooperate, Consider, Continue. Those are big words."

"Right you are, Joanna. I'm going to print those words on cards. We'll pin them up so we can refer to them when we have our discussions."

# SKIPPER, THE CLOWN

As we got in line before school someone yelled, "Watch and see, Skip is gonna be late."

Sure enough, everyone was in his seat when Skipper marched into the room. Even though Miss Brownley was talking, he said, "Well, here I am again!" We all laughed.

Miss Brownley was annoyed. She said, "Sit down, Skip, and don't cause any more disturbance, please."

The rest of the class settled down and got back to talking about lasers and masers; Jerry's dad had brought him a book about the subject. Bill was telling us about using lasers for medical uses. He was doing a real fine job of it, too, when Skip interrupted again.

"I saw the White Sox play a double-header last night. Boy, was that exciting!" he said. We all laughed and Miss Brownley quickly reminded Skipper to be quiet and not to interrupt. He was quiet until the next period.

Skipper disturbed Miss Jones' art class by putting the clay on his nose and marching around the room. Miss Jones was very upset. She made every one of us put the art supplies away and sit still for the rest of the period. She talked about children who disrupted the class and how they spoil it for everyone.

Then she said that we shouldn't laugh because we just encouraged the children to continue being class clowns. We all knew she was talking about Skipper, but we weren't about to quit laughing at him -- he was funny. And it didn't get us into trouble.

For the next couple of weeks it was the same thing. When Skip didn't like what was going on, he'd act up and we'd laugh. Skip really could make some of the teachers very angry.

One day, he was sent to Mr. Minor's office and his mother and father had to come to school. He was quiet for a few days and we all really learned stuff. You know, Skip is smart, too. Then he started again. I think someone teased him about being a goody-goody.

This time, he just yelled out in math, "Miss Brownley, why do we have to learn this goofy stuff in school?" Miss Brownley tried to answer him and then she said that if he didn't want to learn, he should sit in the back of the room. He started to make faces and we laughed. Someone said, "Skipper, the clown, is back."

Miss Brownley took Skip to Mr. Minor's office and we didn't see him for the rest of the week. Funny thing was, we didn't miss him at all.

7/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

## "PLEASE! DON'T BOTHER ME."

At 3:45 on Thursday afternoon, Jim came in and slammed the door shut with his heel. His hands were full of books. "My goodness," said Mrs. Cohen as she came into the hall, "what are you planning to do?"

"Get smart," said Jim, "and in a fast hurry. The test is tomorrow and I gotta study everything today. That Miss Brownley -- gosh!"

Mrs. Cohen was about to ask if the test had just been announced that same day, but decided not to. Instead she asked, "Want something to eat?"

"No." he said. "No time. Please! Don't bother me."

Jim seemed very anxious so she asked if she could help him with anything. When she had been told that he could handle it alone, she went back to her ironing.

Jim went into his room and started getting everything set up for work. Mrs. Cohen could hear the chair being moved and the pile of models on his desk being dumped on the floor. Then the window was opened wide.

"Smitty is out! Jeff tagged him -- I saw it," shouted Jim. He came dashing out of his room and went out into the street. Mrs. Cohen started yelling something about the test but Jim was already at the first base, arguing.

At five o'clock, Jim came in. He was tired, and thirsty, dirty, and hot. He decided he needed a shower.

At six o'clock, Mr. Cohen came home. Mrs. Cohen called Jim and told him he had five minutes to get to the table.

Still sort of dripping, Jim arrived at the table. He said hello to his father and then gulped down his supper. He was unusually quiet. When his father asked why, Jim said it was because he had so much schoolwork to do.

At seven, Jim was back at work. At 7:10, he needed to sharpen his pencil. At 7:20, he called Smitty to learn the page numbers to study. They also talked about the game and the rotten way Joey handled the decision. At 7:45, he had to get to work; his father needed the phone.

Jim was very hungry again at eight o'clock, so he came down for milk and cookies. At 8:15, he read two pages. At 8:30, he was tired and glad it was time for bed.

So, now it was Monday morning, and Jim was waiting to get the test back. He really didn't want to see his paper. He knew that it wasn't going to be one to pin up.

## THREE STRIKES AND THEY'RE OUT

The boys were out playing baseball at recess. Joey had the teams pretty well divided with some good players and some bad players on each team.

Charlie was on Joey's team. He was a good runner but not such a good batter. He was up to bat now. Scott pitched him one. It was too high and Charlie let it go. Dave called, "Ball one."

Scott pitched a fast one right over the plate. It would have been perfect for a hit but Charlie backed away from it.

"Strike one," yelled Dave.

"O.K., Charlie," said Joey, "get it the next time."

Scott pitched another one over the plate. Charlie popped it out of bounds for strike two.

"Come on, Charlie," yelled Joey, "we're all depending on you to hit it. Hit it!"

The ball came in. It was a perfect pitch but Charlie just let it sail by. He threw the bat down and ran off the field crying.

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That same morning while the children were having recess, Mrs. Joseph was having a talk with the principal.

Mrs. Joseph was talking about Helen Frank. "I know she's a smart little girl, but her work is very poor. It seems that she's afraid to try. It's almost as though she expects to fail and has made up her mind she can't do anything about it. Do you know, Mr. Minor, I think she has convinced herself she's always going to get poor grades and now she is trying to convince us as well!"

Mr. Minor wondered about that for a minute or two and then he asked, "Do you think she likes to fail?"

"No, I really don't think so. I think she finds it very painful. In fact, I've seen her cry when she received poor grades."

"Well," said the principal, "do you think that she just doesn't believe she can do as well as everyone else, so she's going to try to be the worst?"

"No, I don't think that's it either," said Mrs. Joseph, shaking her head. "I don't think she wants attention like that."

"So then," said Mr. Minor, "what you seem to be telling me is that Helen may have failed once or twice and because of that she has lost her courage to go on and try again. She has made up her mind she's a failure."

"Yes," Mr. Minor, "that's it exactly."

* * * * * * * * *

Diane was sitting alone again in her room. Her mother glanced in and felt miserable because the little girl looked so sad.

"Why don't you call Janey to see if she can come over to play?" her mother suggested.

"I asked her Monday and she couldn't. She said she had a doctor's appointment. I asked her Tuesday and she said she had ballet. Today, when I asked her, she said she had to go to religious school. She doesn't like me."

"My goodness," said her mother, "don't give up so easily. Try someone else."

"No," said Diane, "what's the use? They'll all be busy or won't want to play with me."

"Say," said Mrs. Morton, "try Cindy, that new little girl. I bet she doesn't have too many friends yet."

Reluctantly, Diane called. "Yes, Cindy is home. Just a minute, I'll get her," said Cindy's mother.

"Hello, Diane, how nice of you to call," said Cindy. "What do you want?"

"Oh, nothing," said Diane, "just thought I'd say hello. I know you probably don't want to play with me, do you?"

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# SCHOOL, WHO NEEDS IT?

"Jeff Benson, what's the matter with you this morning? You haven't heard a word I've been saying." Miss Henky was standing over Jeff's desk and tapping him on the shoulder.

"Oh well, you see, it's like this, Miss Henky. I was thinking about a problem we have."

"Does the problem have to do with math?" she asked.

"No," Jeff replied.

"All right, Jeff. Suppose, just at the beginning of recess you discuss your problem with me. But, could you please pay attention to the math now, before you have another problem?

At recess Miss Henky was about to go out when Jeff stopped her and reminded her about her promise to hear his problem.

"The whole discussion started in Joey's back yard," he said. "You see, we were planning to play baseball like we always do every afternoon. But Dave, Jim, Al and Skip had to stay in after school. Don't ask me why. Their teacher said they had to -- or else.

"Well, I said there oughta be a law, and Bob Bennett said maybe there was one. He said we should ask you. You said we could come to you with any question. Is there a law?"

"Jeff, you are trying to corner me," laughed Miss Henky. "Are you asking if there's a law that says you have to go to school? Or, are you asking if there's a law that says you can't be kept in after 3:30?"

Jeff thought for a minute. Then he said, "There is a law that says we have to go to school, isn't there?"

"Yes, Jeff, there's a law in every state that says boys and girls must go to school. It's a good law, too. Our country spends lots of money to give people an education."

"Well then, is there a law about staying after school?"

"No," laughed Miss Henky, "that's usually a school matter. Let's save that and talk about it with the class, O.K.?"

"Sure," Jeff said.

During social studies period, Miss Henky told the class about her talk with Jeff. She asked how they all felt about staying after school.

Becca spoke up fast. "I don't like it at all. I like to make plans for the afternoons and I'm anxious to get out." Many of the others said they felt the same way.

Susie said, "I feel ashamed if I have to stay, and sometimes my mother scolds me."

Just then Bobby said, "Is there anyone who thinks it's a good idea?"

Dave said, "Don't yell at me fellas, but I don't think it's all bad. The teacher said if we don't do what we're supposed to, we stay and finish. It's really to help us. She also said if we talk and fool around we'll have to stay. It's to punish us and to make us learn to behave. I suppose if we don't wanta stay, we should do what we have to do and stay out of trouble."

"Grown-ups don't get treated that way," said Al.

"Sure they do," said Dave. "If they don't do their work they get fired. This is like our job."

"Ah, go on," said Ken. "What's the sense to it all? School, who needs it? Most of what we learn isn't any use to us anyhow!"

The class was surprised that anyone would dare to say that. Miss Henky saw them look at her. She knew they expected an answer. They thought she'd be angry. She wasn't.

"Ken, I know just how you feel. All boys and girls wonder at some time or other why they have to learn all the stuff we teach. There is a reason -- and it's not to be mean to children." The class laughed.

"You learn things to develop your mind and your understanding. To be able to understand all the facts in science, math or world events, you must learn the simple ideas first."

"Yeah, but suppose I don't want to be a scientist or a math person?" asked Ken.

"Well, Ken, we don't know what you want to be and, at this point in your life, maybe you don't either. However, people who have been teaching for a long time have learned that these subjects have to be taught. In this way, you can have an idea of what there is in the world to work at when you grow up.

"Another thing, Ken, you know you do use a lot of what we teach you. You use the math when you go to the store. And I know you read the comics and the sports pages, don't you? Sure, a lot of it seems like a waste, but some day when you are older and someone mentions something you studied in fourth grade, you'll be happy that you know about it."

Ken didn't seem convinced.

## THE WRONG WAY OUT

Miss Henky was talking about social studies and the map study unit when all of a sudden she stopped and said, "Carol, what are you thinking about?"

"Nothing," answered Carol.

"Now, Carol, you know you can't think about nothing. What were you daydreaming about?"

"I can't tell you," said Carol, and she started to cry. She put her head down on the desk.

Miss Henky looked sad. The class was sort of mixed up. Some of the boys laughed, while the girls were kind of confused.

Miss Henky was great. She went over to Carol, gave her a tissue, and said quietly, "It's all right, I understand."

I didn't know what she was talking about but I felt better,too. We all went back to studying the lesson. Carol paid attention. We all did.

After recess, Miss Henky asked us to raise our hands if we ever daydream. All of us raised our hands. She laughed and then asked, "How many of you daydream in school?" Again we all raised our hands.

Ken yelled, "It's the best place to do it."

"Why, Ken?" asked Miss Henky.

"Well, when the stuff's boring you can daydream about anything you want."

"You're absolutely right," she said. "Is daydreaming bad?"

"Yes, yes," the rest of us were saying. I guess we thought that's what Miss Henky wanted us to say.

"Wait, now," she said, "do you really mean that, or are you saying it because you think it will please me?"

"Well, it is bad," I said, "because it can get you into trouble with the teacher -- and, also, because you miss the work."

"That's very true, Debbie, and in that sense I suppose I'd agree that it is bad. But in another way, it's good. Can you tell me how?"

Becca yelled, "Maybe because it keeps some kids from being pests."

"You should talk," Bob shouted. "No, I know what, Miss Henky, sometimes you plan things in your mind. Maybe sometimes the things you plan are important, maybe they're not. Or maybe you think of how you'd like things to be if you could arrange it for yourself."

"Yeah, like a five-day weekend," yelled Ken.

Everyone applauded. Miss Henky said, "I'd like that too, Ken. But, let's get back to what Bob was saying because he had some excellent ideas. Bob, you said you plan things in your mind. What kind of things?"

"Well, sometimes I think about what I'd like to do in the afternoon with the other fellows. Or, sometimes, I think about what I want to build with my erector set. Once in a while I think about what I'll be when I grow up."

Some of the boys laughed. Miss Henky called them to order fast. She said we'd have to stop the discussion if we were going to be childish. Then she asked if any of us daydreamed about other things.

Somebody said they thought about things that had already happened, like maybe about a T.V. show they'd seen before.

"Yes," she said, "that's a good answer, too. Or maybe you even think about a pleasant or an unpleasant incident that happened before you left home in the morning."

Carol was shaking her head in agreement.

"Ken," Miss Henky went on, "you said you daydream in school because the work's boring. Right?"

"Well, not all," said Ken who had been paying close attention to this whole discussion. "Only some of the stuff's boring. To me, at least."

"Why is it boring to you, Ken?"

"Well, some I know already. Some I'm not interested in, anyhow. And some of it is too hard."

The rest of us all agreed with Ken. Miss Henky asked if we thought daydreaming was the best way to solve those problems.

We weren't sure it was at all. It kind of sounded like an escape, or the wrong way out.

# TEACHER GUIDE, UNIT I

# PREFACE

To the Staff:

These episodes were written with several purposes in mind. The first was to paint a familiar picture and to create an atmosphere that would lend itself to free and easy discussion.

The second purpose was to make the children aware that there are numerous ways to handle each situation. Oftentimes, they establish one set of responses and are fearful to try another set, even though they are unhappy. It is hoped that, with the opportunity to discuss and to hear their peers discuss what could and did happen when other methods were used, they will have more courage to try to alter their own behavioral patterns.

The success of this entire experiment rests with the discussion that evolves from the use of the material. The questions that have been prepared are merely to be used as a guide to start conversation and not to be considered the only leads to follow.

In our work with these fourth grade children, we are striving to make them aware that behind all behavior there is a motive or a goal. This, of course, is the feeling of happiness we all seek. If we can make them more perceptive of their goals, and point out to them that there are numerous ways to act to achieve what they want, we will be fulfilling the major purpose of this project.

7/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

Teacher Guide
Lesson I

## THE FIRST DAY

### Objective of the Lesson

This story attempts to make children aware that all of them have fears about their adjustment with the new teacher and that she, too, is concerned that they will like her.

### Questions to Cover

1. Were you worried about which teacher you would have?
2. Were you worried about which children would be with you?
3. Should you judge teachers by what other children say about them?
4. Why do you think some children thought Miss Brownley was mean?
5. Did you ever think that the teachers worried about whether the children liked them?
6. Did you ever think about you and the teacher being partners?
7. Do you think fourth grade will be different from third grade?

### Summary

We have had a good discussion and we have covered many points. Let's see if we can summarize them.

First, we learned that everyone wonders about new people and what they will be like. The teachers wonder about the pupils, and the pupils wonder about the teachers and the other pupils.

We learned that you should make judgments about people by yourself. You should not let other people's opinions influence you.

We learned that all teachers hope that boys and girls will think of them as partners and helpers. And, most of all, we learned that teachers hope that boys and girls will come to them for help as soon as they need it.

# "ME, CALL ME, OH ME!"

## Objective of the Lesson

Two things are to be accomplished during this lesson: (1) completion of the questionnaire after the reading of the story; (2) a review of the procedures for having a discussion.

## Explanation of Questionnaire (to follow story)

Today, besides having our story which I hope you enjoyed, I have a paper to pass out to you. It has many questions on it which have to do with the ways boys and girls feel and think about certain situations.

You are not to put your name on this paper. I want you to be very honest and write just what you really think is the answer for you.

You are to read each question and put a check mark in one of the three columns headed: Very much, A little, or Not at all. Just check one box for each question. For example, the first question is "Do you feel you need help to understand what your teachers want of you?". You must think about the answer for yourself and then put a check in one of the columns. Only one mark for each question.

Maybe you feel that you need very much help; then mark that box. Or maybe you don't feel you need any help at all; then mark that column.

Do you understand? Very well, please answer all the questions carefully.

## Questions to Cover (After the questionnaires are collected.)

1. How many of you have run relay races? Do you think Miss Henky made a good comparison when she said a discussion was like a relay race?

   Let's go over the four Big C's and be sure we know what they mean because we are going to use them as guides for our discussions, too.

2. What do we mean by contribute?

   (a) The idea of giving should be elaborated so that the giving of self is developed

   (b) The need to make a worthy contribution, not just a "time-waster" interjection must also be brought up.

3. What does cooperate mean to you?

   (a) Taking turns.

   (b) Not dominating discussions.

   (c) Giving the individual enough time to complete a thought.

4. Consider has two meanings for us here. I wonder if you can find them?

   (a) Consider the content.

   (b) Consider the other child's feelings.

5. Of course, you all know what continue means, but what did Miss Henky mean when she said, "You must continue the discussion on to its goal."?

   (Children's tendency to perseverate can bog the discussion down. The goal is not to have fifteen similar incidents reported but to move the discussion on to a conclusion.)

Summary

Well, today we learned how four words can be the key to a good discussion. We also learned that by not using these four words the talk can end before it begins.

What we learned were grown-up ways to handle problems. We are going to learn many other grown-up ways to handle other common problems during the year.

## QUESTIONNAIRE

GRADE _____ TEACHER ____________________ BOY _____ GIRL _____

| | Very much. | A little. | Not at all. |
|---|---|---|---|
| 1. Do you feel that you need help to: | | | |
| a) Understand what your teachers want? | | | |
| b) Get along with your teachers? | | | |
| c) Get along with your classmates? | | | |
| d) Improve your study habits? | | | |
| e) Remember what you read? | | | |
| f) Do your homework? | | | |
| g) Learn to take tests? | | | |
| 2. Do you ever wonder: | | | |
| a) What abilities you have? | | | |
| b) Why you daydream? | | | |
| c) Why you get bored? | | | |
| d) Why you have to go to school? | | | |
| 3. Would you like information about: | | | |
| a) New hobbies? | | | |
| b) Sports? | | | |
| c) Different jobs people have? | | | |
| d) The requirements for jobs? | | | |
| e) How you choose a job? | | | |
| 4. Could you use some help: | | | |
| a) Understanding why parents make rules? | | | |
| b) Getting along with your parents? | | | |
| c) Getting along with your brothers and sisters? | | | |
| d) Doing your jobs at home? | | | |
| e) Keeping your room and possessions neat? | | | |
| 5. Do you have trouble: | | | |
| a) Making friends? | | | |
| b) Because children tease you? | | | |
| c) Because you are so shy? | | | |
| d) Because you misbehave in school? | | | |
| 6. Are you unhappy because: | | | |
| a) You are too short, tall, fat or thin? | | | |
| b) Your parents don't pay enough attention to you? | | | |
| c) You get sick a lot? | | | |
| d) You think you are ugly? | | | |
| e) You don't think you are smart enough? | | | |
| f) You aren't good in sports? | | | |

(USOE Project No.8-E-051)

# SKIPPER, THE CLOWN

## Objective of the Lesson

From the story it is hoped that the children will see the picture of the class clown and their own reactions to this person. It is also hoped that the class clown will see himself and the precarious relationship he has with his peer group.

## Questions to Cover

1. Why do you think the children didn't miss Skipper from the class?
2. Why do you think they teased him to act up again after he was sent to the principal the first time?
3. What do you think makes Skipper act the way he does?
4. Why do people want attention?
5. What would be a better way to get attention than the way Skipper did?
6. Why do the children like Skipper to act up?
7. How do you think the children will feel towards Skipper if he keeps up this behavior?
8. How can the children help Skipper and why should they want to help him?

## Summary

"Well, that was a good discussion. Let's see if we can summarize it and come up with some conclusions.

You said, "Everybody needs and wants attention. Some of us seem to need or want more attention than other people do.

"You people feel that there are two ways of getting attention. There is a wrong way -- such as the way Skipper was going about it -- and there is a right way -- such as most children in the classroom use.

"I think I'd like to add one more point. Even if doing the right things does not always bring the amount of attention a person thinks he wants, it's the best way to behave. Getting attention by misbehaving only leads to trouble."

# PLEASE! DON'T BOTHER ME.

## Objective of the Lesson

There are two major objectives to cover. The first is that one should study regularly so that there is no need for the last-minute panic. The second is the matter of the routine necessary for study.

## Questions to Cover

1. We all leave some things for the last minute and then have to rush to get them done. Most of the time these are the harder things that we must do, aren't they? Why?
2. Which way do you think you learn more: studying hard one night, or studying a little each night and reviewing as you go?
3. Should Mrs. Cohen have stopped Jim from going out to play?
4. Jim really struck out on all counts as far as studying was concerned.
   - (a) He didn't have the assignment.
   - (b) He didn't have his materials ready.
   - (c) He didn't know how to get started.
   - (d) Most seriously, he did not have any self-discipline.

## Summary

Jim is like many of us. He wanted to do a good job on his test but more than anything, he wanted to have fun. He could not set himself down and make himself work. He had to suffer the consequences of that behavior on Monday when he got his poor test grade.

We learned several ways he could have had his fun and good grades, too.

(1) He should have known what the assignment was.
(2) He should have been studying a little each night.
(3) He should have set himself a time to study and stayed with it.
(4) He should have been better organized so that he didn't have so many excuses for getting up and leaving his work.

7/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# THREE STRIKES AND THEY'RE OUT

## Objective of the Lesson

The failures which are described in this story are clearly those which result from the lack of courage to try again. The incidents in the story illustrate two areas of great concern to children: peer relations and success in school. Of course, the objective is to prove to the children that they must try again, using a different approach. Effort also must be made to point out that failure in one area does not necessitate general failure.

## Questions to Cover

1. Did you ever want to give up as these children did?
2. What makes people want to give up?
3. Do you think it's easier to give up than to try again?
4. When each of the three children in the story tried again do you think they tried hard?
5. What was wrong with the conversation Diane had with Cindy?
6. What are some ways to start again?

## Summary

Today we talked about three children who were discouraged with the way that things were working out for them in school. They felt they were not doing a good job with their schoolwork or with their friends.

We saw how they handled the situation. We have discussed other ways which they might have used.

Everyone, at one time or another, fails a test, cannot answer a question, misses a hit at baseball, plays a wrong note at a recital, or forgets a line at a school play. Certainly, these are embarrassing things to have happen. They happen to all of us.

The important thing to consider is not the failure. Instead consider why the failure occurred, how it could have been avoided and, most important, how to handle the situation the next time.

# SCHOOL, WHO NEEDS IT?

## Objective of the Lesson

Many children wonder why they must go to school and usually are told, "Because you have to." This story tries to help them to understand and to appreciate some of the more subtle reasons.

The secondary objective is to clarify the need for facing the consequences of failure to function in the classroom by remaining after school.

## Questions to Cover

1. Do you think that many people feel as Ken does that school is a bother?
2. Do you think he's a good student?
3. Why wasn't he satisfied with Miss Henky's reasons for going to school?
4. Do you think children should have to stay after school if they don't finish their work or if they misbehave?
5. Do you think Ken has to stay after school very often?
6. Why do you think Susie felt ashamed if she had to stay after class?

## Summary

Most boys and girls wonder at some time or another why they must go to school. Today, we tried to point out that, in a way, going to school is like going to work. Our job here is to develop study habits and an understanding of all the subjects that are needed when we grow up and really take a job.

We also learned that, by making boys and girls stay in after school, the the teacher is trying to make them more responsible.

It isn't an easy job and it isn't always pleasant but, once again, following the rules is the best method to use.

Code
No.______

## TEACHER EVALUATION SCALE

| | | | |
|---|---|---|---|
| 1. Is he a happy child? | ___Very | ___ Seems concerned | ___Sad |
| 2. Does he have friends? | ___Popular | ___One or two | ___Loner |
| 3. Is he tense? | ___Never | ___Sometimes | ___Always |
| 4. Does he take failure easily? | ___Yes | ___Is mildly upset | ___No |
| 5. Does he misbehave? | ___No | ___Sometimes | ___Yes |
| 6. Does he give up? | ___Completes task | ___Needs to be encouraged | ___Yes |
| 7. Is he easily upset? | ___No | ___Moderately | ___Yes |
| 8. Do the children like him? | ___Very much | ___A little | ___Not at all |
| 9. Is he a leader? | ___Always | ___Sometimes | ___Never |
| 10. Can he also follow? | ___Yes | ___Sometimes | ___No |
| 11. Is he a follower? | ___Sometimes | ___Never | ___Always |
| 12. Is he dependable? | ___Sometimes | ___Always | ___Never |
| 13. Does he have long range goals? | ___Yes | ___Vascillating | ___No |
| 14. Do adults like him? | ___Yes | ___Some | ___No |
| 15. Is he well organized? | ___Yes. | ___Sometimes | ___Never |
| 16. Must he always win? | ___No | ___Most of the time | ___Always |
| 17. Is he a good loser? | ___Yes | ___Most of the time | ___Never |
| 18. Can he take a joke? | ___Yes | ___Most of the time | ___Never |
| 19. Does he put effort into things? | ___Yes | ___Sometimes | ___Never |
| 20. Is he self-motivated? | ___Always | ___Sometimes | ___Never |
| 21. Is he trustworthy? | ___Always | ___Usually | ___Never |
| 22. Is he a dreamer? | ___No | ___Sometimes | ___Yes |
| 23. Does he ask for help? | ___Yes | ___Sometimes | ___No |
| 24. Does he steal or cheat? | ___No | ___Sometimes | ___Yes |
| 25. Does he tease? | ___No | ___Sometimes | ___Yes |

USOE Project #8-E-051

Teacher Guide
Lesson VII

# THE WRONG WAY OUT

## Objective of the Lesson

We all daydream, some of us more than others. Children have this tendency, too, and are often troubled by it. They wonder why they do it and how to change the pattern.

This story points out the universality of the problem and many of its causes. It also attempts to point out that a certain amount of daydreaming can be productive, when timed correctly.

It is hoped that methods to use to avoid the tendency to escape will be made evident from the discussion.

## Questions to Cover

1. Do you think grown-ups ever daydream?
2. How many of you daydream?
3. Why do you think Carol was daydreaming?
4. Did you ever think that daydreaming could be considered good?
5. Why do you think Ken was paying close attention to this discussion?
6. How can you make the schoolwork less boring to you if you already know it?
7. What can you do instead of escaping into a daydream, if the work is too hard?
8. How can you make yourself pay attention if you're not interested in something the class is discussing?

## Summary

Grown-ups, as well as children, find themselves in situations where they are bored, but have to stay to be polite. They, too, may find it easy to tune out from the discussions BUT, if what is being said has to do with their work, it is to the adults' advantage to keep their minds tuned in.

The same thing goes for boys and girls in school. Mere daydreaming can get you into trouble. We discussed several methods for getting involved in the discussions. Note-taking, asking questions, making good contributions and doing some extra research are just a few ideas you can try.

# UNIT II

Dear Boys and Girls,

The stories which you have read and discussed for the past seven weeks have dealt directly with school matters. Now, for the next five weeks, the stories are going to be about another part of your day. In many ways these activities will relate to school.

One thing you will learn from these stories, and the ones which follow, is that it helps you to do better work in school if you can be happy in all of the parts of your daily living.

# IT'S A DEAL

Steve had a new bat and he was anxious to try it out. He telephoned Joey, but Joey wasn't home. Steve called Mike, but he was busy doing something with his hamsters. Mike suggested that Steve could come over to his house.

"No, I'm going to try to find someone to play ball with me even if it takes all afternoon."

"Call Charlie," laughed Mike as he hung up.

"That's not such a bad idea," thought Steve, as he dialed Charlie's number. At school Charlie chased the ball all over the place. Sure enough, Charlie was home. Sure enough, he'd come over.

While they walked over to the park, Steve let Charlie hold the new bat. Charlie pretended to swing at a ball. Steve laughed. He said, "You better watch out, you'll hit your dumb head, Charlie."

Charlie grinned. He knew he couldn't even hit a ball.

The boys played for about an hour. Steve whacked them out and Charlie chased them. Finally they got tired and sat down. Steve asked, "Charlie, can't you play any sports?"

"Well, no, I guess I can't," came the answer. "I'm no good at them and I know it. I wish kids didn't think you were no good just because you can't hit a dumb old ball with a bat, or a racket, or your foot. Or 'cause you can't throw a fat old ball into a basket. There are other things besides sports, ya know."

"Aw, come off it," said Steve, "you know you'd be interested if you were any good. Fellas like you and Terry and Kev Burrows are always makin' excuses just 'cause you're so awful and the teams don't want to pick you. You should really practice. What about your old man, doesn't he like sports?"

"Nah," said Charlie. "He doesn't even like to watch them on T.V.. He says it makes him tired. He only likes fishing. On weekends, he takes me out to the lake and we fish from the boat. It's fun.

"Last week, I caught two real nice fish. I sure had to work hard to land the second one. Boy, he really was pulling the line out. But my dad showed me how to play the line and, after a while, I was able to reel him in. The fish weighed almost two pounds."

"That's not so big," said Steve, who was surprised to hear Charlie talking so much.

"It is so big. Have you ever caught any bigger?"

When Steve confessed that he had never even been fishing, Charlie invited him to walk over to his house. For the next hour Charlie told Steve all about rods, reels, hooks, sinkers, flies and spinners. He showed him some of the most beautiful flies that he and his father had made from a kit. Steve was so interested that he was surprised to hear Mrs. Lukes say it was 5:30.

As Steve was leaving to go home he turned to Charlie and asked, kind of quietly, "Say, Charlie, do you think maybe some Saturday I could try some fishing? I sure wouldn't be good, but I'd like to try."

"Well," said Charlie, "You help me with my ball-playing and I'll take you fishing -- how's that?"

"It's a deal," said Steve as he left.

# EATING'S MY HOBBY

Steve was home early; it was pouring outside. He was taking his time with his potato chips, sandwich, milk and cookies. His mother asked him what his plans were for the afternoon.

"Haven't got none -- er, any. Thought I'd watch T.V...I don't have any homework neither."

"Either," said his mother.

"Okay, okay," said Steve. "Gosh a kid can't even talk without someone telling him what word to use." Steve left his milk and walked into the family room.

Mrs. Daniels shook her head. She felt bad that Steve was annoyed. She wanted only the best for him. She went into the family room. Steve was fiddling with the dial on the T.V. set. Mrs. Daniels said, "You still angry, Steve?"

"Nah, it's okay, Mom. Do you want me to do something for you?"

"No, honey, I just wish you had something better to do with your time than to watch T.V. all afternoon."

"Well, I don't. So I guess I'll watch T.V."

Mrs. Daniels gave up and left the room. Steve flipped the dial. The Three Stooges were splashing paint all over someone's house. He'd seen that show at least ten times, so he turned to another channel. Divorce Court was on and the man and woman were both yelling at the judge. The next two channels were just as awful, so he turned off the set.

"Now, what?" he wondered. He yelled to his mother, "Can I go to Mike's house?" The answer was yes.

Mike met Steve at the door. He had a hamster in his hand. "Hi, look at Columbus. Want to hold him?"

Steve took the little golden ball of fur. "Why do you call him Columbus?"

"He always manages to get out of his cage and go exploring," was the answer.

"Aren't you afraid he'll get lost?"

"Well, yeah, I am. And I'm also afraid my mom will be angry. That's why I'm fixing the cage now. Come on down. You can help if you'd like."

Steve was surprised to see the four cages that Mike had in his basement. There was a gold Syrian hamster in each one.

"Gee, Mike, do they cost a lot?"

"No, I got two of these at the pet shop for $1.50 each. And then I mated them. These two are the babies. The mother had eight babies. When they were five weeks old, I gave away six of them."

"How long have you been raising hamsters?"

"Oh, maybe half a year or so. My cousin used to have a whole lot of them and he gave me a cage and one hamster. It died. That's when I got the two at the store. They're easy to take care of, and I like to play with them. Besides, I think I want to be a scientist when I grow up so I figure a hobby like this is a good idea.

"My dad says every kid should have a hobby. He's great 'cause I've really had hobbies!"

"What d'je mean?" asked Steve.

"Well, let's see. I collected rocks for awhile. Then there was stamps. Then I guess it was models. Now it's the hamsters. What hobbies have you got?"

"Haven't got any," said Steve and then he started to laugh. "Yes, I do have one. Eating's my hobby." Mike took a poke at Steve's stomach.

"Bet you also like to sleep," laughed Mike.

"Ya, ya," laughed Steve, "but you know, Mike, I never thought about a hobby. I don't think I'd like to collect things. I'm too sloppy, let's face it. And what else is there?"

"Shucks, there's doing stuff like maybe sports, or making things like models. That was fun. And then there's learning about something like maybe the hamsters or astronomy like Joey does."

"My gosh, ya know, even Charlie Lukes has a hobby, Mike. He makes those fly things for fishing."

"Yeah, I know. Do you know he sells some of those fly things for lots of money? No joking, Steve, a hobby can be a real good idea. My brother,Bob, fixes bikes for his hobby. He made forty bucks over Easter vacation last year."

"Okay, okay, you've convinced me."

## WHO SAYS I WANTA BE AN ENGINEER?

It was Sunday. Jim was all dressed up. He was sitting on the porch step Skip and Jerry had just come by.

What's the fancy pants for?" Skip was saying, "I thought we were going to practice drop-kicking."

"I know, I know. Don't make a fuss. I'm mad enough, now. Boy! For two cents I'd leave, and then they'd be sorry."

"Who's they?" asked Jerry.

"Who else, Dummy, my parents, that's who! Boy, my father, boy! He's sure I'm gonna be an engineer. So the engineers are having a big meeting and I gotta go too. Gosh! By the time I grow up these guys will all be dead. Anyhow, who says I wanta be an engineer?"

"Gee, I thought you did," said Jerry, "you always say you're gonna be an electric engineer...."

"Electronic engineer, nut, and that's only on school days."

"How can you only want to be something on school days?"

"Oh, be quiet, Jerry, I don't need to explain to you, too, do I?"

Skip laughed, "Poor Jim, he don't wanta play engineer today, but he hasta. Maybe they'll have good stuff to eat. That wouldn't be so bad."

Jerry was still wondering how Jim could change his mind and he said, "Do you really like engineering when you're not angry, Jim?"

"Yeah," came the answer, "I guess so. But my gosh, it's a long time 'til I go to college. Things most likely will change and maybe I'll change, too. Then my pop will be all mad and disappointed. And look at all the time that will be wasted."

The three boys sat thinking their own thoughts, when Jim asked, "What do you guys want to be when you grow up?"

"I don't know," said Jerry, "I never thought about it much. Maybe an astronaut or a pilot and go zooming around and around."

Jerry was swooping around the yard with his arms out like a plane when his left wing hit a bush and he pretended to crash. Skip jumped on him and they rolled over and over for a couple of minutes. They came to a stop in front of Jim who had been itching to join the roughhousing but couldn't because he was wearing his good clothes.

"Some pilot you'll make," Jim said, laughing at Jerry. "What are you gonna be, Skip? Wait! Don't tell me. You're gonna be in the restaurant business with Steve Daniels. Your customers will all starve 'cause you two will eat all the food." For some reason that idea amused Jim and he sat there laughing and eating imaginary food.

Steve gave him a poke in the stomach and said, "Well, at least I'll be eating while you starve doing engineering."

"I won't starve, don't worry. But what do you want to be?"

"I want to be a mechanic and fix things like my Uncle Don does. My pop says I gotta go to college though. Do you think I'll make it? I got tossed out twice already this term. I hate school. I like working in the shop. You know, I can do a good job of changing the piston rings on a car already. My Uncle Don let's me help him. He says I'm good at it, too. Boy, I never fool around there. That's what I like to do."

Both boys sat listening to Skip. He could always make things sound exciting. Everything except school, that is.

# WHEN YOU'RE YOUNG

It was almost five o'clock and Skip's Uncle Don was busy finishing up Mr. Minor's Mustang. The principal had complained that it was making strange noises. The mechanic had told him to leave it for the day.

Uncle Don had repaired the crankshaft and cleaned the sludge from the oil pan. Now he was under the car putting in a new oil filter and tightening the bolts on the oil pan. Skip was right next to him handing him his tools.

"That does it," Uncle Don said. "That was a dirty job, Skip, old boy, thanks for helping me. Now all we have to do is replace the dirty oil we drained out and it should work A-OK."

"I sure like working here, Uncle Don. This is real work. Boy I can't wait 'til I'm sixteen and can quit that dumb old school. Then I can be here all day."

Uncle Don laughed. "You know, Skip, you sound just like I did at your age. I bet it will surprise you to learn that I finished high school, though. I thought I wanted to quit, but your grandpa wouldn't let me.

"You know, Gramps never went to school. So when your pop and I came along, he made us stay in school and work. He was so proud. He'd put up all of our papers. He came to all the school meetings, even the ones just for mothers."

"Did you go to college, Uncle Don?"

"No, Skip, your pop and I couldn't do that. Gramps didn't have enough money. By then we weren't the only kids he had to raise. There were all your other aunts and uncles. So, your pop and I went out and got jobs. We were lucky. We were both good with our hands. That's how it went. I got a job as a grease-monkey in a gasoline station and then proved I could fix cars. I saved my money and now I own my own station. That's not too bad, I'd say."

"That's what I want, too, Uncle Don. I want to work here and then someday get my own station."

"Well, kid, you could do a lot worse. But, you sure could do a lot better. You like cars and machines so much, why don't you try to be the guy who designs them? That's really what I would have liked to be."

"You mean they teach this stuff in a school?"

"Yes, sir, boy, in a college, no less. Would you like to go?"

"I don't know, Uncle Don. You know I'm not the best kind of student. I sure do like to goof around. Mr. Minor kicked me out twice already this term. Do you think I have a chance?"

"Skip, the important thing is, do you want the chance? Can you do the work at school when you're not goofin' off? If you can, you have a chance. But if you can't do the work, then let's face it -- there's no reason to push college. You finish high school and maybe go to a trade school for a year or two and then get into a service station. But honest, son, you owe it to yourself to do as much as you can with yourself."

The mechanic handed the boy a coke. As he stood drinking it, the boy watched his uncle clearing up. "Uncle Don, if you'd like to be a mechanical engineer, why don't you go back to school now?"

His uncle laughed. "That's not for me now, Skip. What would an old guy like me do in school? I wouldn't know what they were talking about. Wow! That new math alone gives me the shivers.

"Besides, who'd run the station and make the money to take care of Aunt Mary and the kids? No, Skip, I've got too many responsibilities now. It's when you're young that you make your plans and work to make them come about."

11/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

## ONE WORD

It was Tuesday and Debbie always raced home as early as possible because Tina had a dancing lesson. Debbie took her to the Community Center where the dancing school was located. It wasn't far, but Tina was only in kindergarten and couldn't go alone. Debbie liked taking her. It made her feel important and big. And besides, she got to work for Miss Wallace, the dancing teacher.

That all happened kind of strangely. It was the first or second lesson of the year, and all the five-year olds were making so much noise in the dressing room that Miss Wallace had to come in and yell at them. They were disturbing her ballet class.

Tina cried when Miss Wallace yelled, even though she wasn't the only one making the noise. To make her feel better Debbie said, "Stop crying and I'll tell you a story."

Well, as soon as she started, the other little girls settled down to listen too. Debbie loved to tell stories. She made up some real wild ones. The little girls were delighted. So was Miss Wallace. She asked Debbie if she would come regularly. Debbie said she'd have to ask her mother. Mrs. Jackson had agreed. So that's how Debbie got her first real job.

Miss Wallace had told Mrs. Jackson that Debbie had a wonderful way of handling children and should really be encouraged to be a teacher. Mrs. Jackson smiled and said she wished that was possible, but her Debbie was a very poor student. Miss Wallace couldn't believe it.

* * * * * * * * * * * * * * *

And now, Mrs. Jackson was sitting and looking at Debbie's report card. Debbie had given it to her as she raced in from school. Mrs. Jackson was shaking her head. It was a very poor report card. It certainly didn't show any of the ability Miss Wallace said she saw.

Mrs. Jackson stood up suddenly. She telephoned the school. Miss Henky was still there and would certainly be pleased to talk to Mrs. Jackson.

* * * * * * * * * * * * * * *

The two ladies sat down in the teachers' lounge. Miss Henky offered Mrs. Jackson some coffee. Mrs. Jackson started the conversation.

"You know, Miss Henky, when Debbie was four or five years old her father and I were convinced that she was our smartest child. You remember Debbie has three older brothers as well as Tina who is just five. Debbie was able to read Johnny's books that he brought home from first grade; and she played school with him and did the number work almost as fast as he did."

"How did she get along in first grade?" questioned the teacher.

"Very well. She had a wonderful year. We were sure our little girl was as smart as we had thought she was. Second grade was a good one for her, too. It was in third grade that her troubles started. She had been sick for two weeks at the very beginning of school. The teacher placed her in the slower groups in arithmetic and reading to give her a chance to catch up. Some of the little girls who had been in the first reading groups with her since they all started school together commented on her placement.

"I remember that day very well. Debbie came in crying and I thought she was sick again. When she finally told me that she was crying because Mary had called her a dope, I guess I was so relieved that I laughed at her instead of being sympathetic. But that one word seemed to change her whole attitude about school and about herself.

"Her first report card last year was poor. We told her it was because of all the time she missed when she was sick. She never improved. If anything, she got worse.

"Tell me, Miss Henky, does Debbie have the ability to do good work or is this all she can do? Is there any way we can tell? I wouldn't want to expect more from her than she can produce; but then again, I wouldn't want her to sit there and do poor work when she can really do A or B work. Help us to find out, Miss Henky."

# TEACHER GUIDE UNIT II

Teacher Guide
Lesson VIII

## IT'S A DEAL

### Object of the Lesson

Proficiency in sports is almost more important for the successful adjustment of the boy in the fourth grade than is success with his studies. He is made sharply aware of his own capabilities by his peers.

This lesson attempts to point out to the children:
(1) that the unsuccessful child feels bad about his inability;
(2) that there are many kinds of sports other than the ones played at school at which one may be proficient;
(3) that while involvement in sports is not necessary, one should try to develop some ability and, certainly, to develop good sportsmanship, too.

### Questions to Cover

1. Why do you think Mike suggested calling Charlie?
2. Do you think the boys like Charlie?
3. Why do you think Charlie is willing to chase the ball?
4. Are sports necessary?
5. Should you develop some skill in sports?
6. What sports are there other than those regularly played in school?

### Summary

Today we talked about Charlie. He represents all the boys and girls who are poor in sports. We pointed out that he felt bad when he couldn't do as well as the other boys. We also pointed out that he could do well in a sport that isn't found at school.

Many boys and girls are poor in sports both at school and at home. Many have little or no interests in sports. These boys and girls should not be teased about their lack of ability. They have a responsibility to themselves and to their classmates, though, to try their hardest and to be good sports.

10/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# EATING'S MY HOBBY

## Object of the Lesson

Up to this stage in their development, most children have filled their leisure time with play, either individually or in small groups. Now, we must help them to develop the patterns for using their leisure time more constructively.

It is hoped that this story will bring forth many ideas about usual and unusual hobbies.

## Questions to Cover:

1. Why do you think a hobby is important to have?
2. Can you have several hobbies?
3. Why can't watching T.V. be called a hobby?
4. Can you name the four groups of hobbies? (Doing, Making, Collecting, Learning.)
5. Do hobbies always have to be done alone?
6. Can you be happy even though you don't have a hobby?

## Summary

Steve really learned a lot from his trip to Mike's house, and I think we did, too. We learned that a hobby can be many things for us. It can be insurance against loneliness. It can be a way to learn and to develop a lifelong skill or trade. And, it certainly can be a way to meet new people who have the same interests as we do.

Teacher Guide
Lesson X

# WHO SAYS I WANTA BE AN ENGINEER?

## Objective of the Lesson

This is the first of a two-part series about career orientation. In this episode we will introduce the idea of selecting a general career area, not for the purpose of making a hard and fast choice, but for the purpose of relating school to this ultimate role in life.

We also wish to develop the children's understanding of the numerous possibilities available to them and to broaden their thinking to go beyond the typical doctor, lawyer, or teacher professions.

## Questions to Cover

1. Do you think Jim's father is an engineer?
2. Do you think Jim's parents really expect or just hope that he'll be an engineer?
3. Do you think Jim would have objected to going to the meeting if it had been on Monday?
4. Should boys and girls in fourth grade think about what job they would like to have when they grow up?
5. Why do you think Skip's father objects to his being a mechanic?
6. Do most children want to be what their parents are?

## Summary

Today we talked about jobs. We discussed the fact that even though you may change your mind many times before you grow up and finally get a job, it's a good idea to have some goal now.

It's a good idea for two reasons:

(1) Because you begin to have an interest in what's going on in the world of work;

(2) As you begin to relate your present schoolwork to a job the lessons become much more important and interesting .

11/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

Teacher Guide
Lesson XI

## WHEN YOU'RE YOUNG

### Objective of the Lesson

Dropouts and hippies receive so much publicity that their role seems glamorous to the young child who also sees school as a blockade to his adulthood. Now, while children are still approachable, we must try to inculcate them with the desire for education.

While we would sincerely endeavor to motivate children to learn for learning's sake, we must be resigned to the fact that most people learn for such reasons as "where will it get me and how much will I earn?"

### Questions to Cover

1. Do you think Skip goofs off in school because he can't do the work?
2. Do you think Skip had the feeling that school was important?
3. Do you think Uncle Don is happy?
4. Can a man who does not have a high school education get his own gas station today?
5. Do you think the talk with Uncle Don will change Skip's plans for the future?

### Summary

For two weeks we've been talking about jobs and the importance of thinking about them now. We discussed the fact that because so many people finish high school, anyone who doesn't finish will have a hard time getting a job. Another point that we considered is this, don't set your goal too low as Skip did. You owe it to yourself to think big.

# ONE WORD

## Objective of the Lesson

With this episode we conclude the second unit which has dealt with vocational and avocational interests. This last story gets to the crux of the matter: What is my ability, how is it measured, and am I working up to my ability?

It is hoped that from this story and the resulting discussion teachers will point out that by our group intelligence tests we can ESTIMATE what ability a child has and thus ESTIMATE what his achievement should be.

Hopefully, some children may want to know if they are working up to capacity. In terms as vague as "Yes, you are," or "No, you are not" a child has a right to know.

## Questions to Cover

1. Do you think Debbie is a poor student?
2. Does it bother you to be laughed at or called names by your classmates?
3. Do you think Einstein or Lincoln ever failed at anything?
4. Do you think Debbie's parents expected her to do good work in third grade and were angry when she didn't?
5. What do we mean when we say "he has the ability?"
6. How do teachers know how much ability boys and girls have?
7. What keeps some boys or girls from working up to their ability? Like Skip, Debbie, Ken?

## Summary

If Einstein's math teacher had been asked if he was going to be a success she probably would have said, "NO!" She might have said, "Well, he has the ability but certainly doesn't use it."

We all know now that he had the ability and he did finally use it. We also learned from our discussion that it's important to make the most of ourselves and not to let other people's opinions of us stop us from trying.

## UNIT III

Dear Boys and Girls,

Once again we are going to start a new unit. These stories are going to be about home life. You will see how boys and girls live, act, and work in their homes. Some of their problems may be just like some that you have.

Perhaps learning why parents make some of the rules they do will help you to understand and to live with your parents and their rules more easily and happily.

## RULES! RULES! RULES!

The boys were all sitting around in Jim's basement. They had thought up a swell idea for Saturday. They were going to have a traveling party. You know, start it at Jim's house, then go to Skip's, and Smitty's and maybe wind up at Bill's. They had it all arranged and were even getting the food planned. They heard a door slam upstairs and then Mrs. Cohen called down for Jim to come upstairs.

The rest of the fellows went on planning. They were so excited and pleased with their ideas for Saturday's lunch that they began to feel hungry.

Jim came down about then and before he could open his mouth Skip said, "Hey, where's the food, we're starved!"

"Ya gotta go home," was the answer.

"Why, what did we do?"the boys asked.

"Nothing," said Jim, "You didn't do anything. It was me. I broke the rules of this jail."

"What are you talking about?" asked Bill. "Start from the beginning and try to make some sense, will ya?"

"Okay, okay," said Jim. "Only be quiet! Ya see, we got rules here in this house. You'll think they're crazy I know, but what the heck. My mom says that they are important and that I can't argue about them. They are the rules of the house and I gotta live with them as long as I want to live in this house.

"She says all families have rules, or should have. But I bet that's not true. At least not such goony rules as she's dreamed up."

"Okay, okay, so what rule did you break?" Bill asked.

"I broke two rules. Number one, I let you guys come over today without asking her first. And, number two, with her away, I wasn't supposed to let anyone come in to play."

"Gee, we've all come over here lots of times before. Why all of a sudden the stay away act, Jim?"

"Look, Bill, it's like I said. Before, I've asked her if you could come. She almost always says yes. Oh, sometimes if she's having her creepy bridge club, I can't. Or if my grandma is coming, she don't like so much noise, so I can't have anyone over. But today I didn't ask, and I let you guys come even though she was away. That's really why she's angry. See, there's no one in charge, and she's really all fired up about that one."

"Ya mean she thinks we'll do something bad just 'cause she's not here?" asked Bill.

"No, it's not that, but you see since my cousin Ed had a friend over while my Aunt Kate was away and they exploded some chemicals and Ed got hurt, my mom's got real strict about house rules."

"What were thay making?" Skip asked.

"Who?" asked Jim.

"My gosh, what's the matter with you? Your cousin -- what was he making?"

"Oh, Ed amd Mitch were making rocket fuel. They broke three rules. Boy, Ed really got it. First, he let Mitch come without asking. Second, my aunt wasn't home and he let Mitch in anyhow. And third, he used chemicals without there being a grown-up in the house."

"What happened then?"

"Well," Jim went on, "when they mixed the rocket fuel nothing happened. So Mitch said to put a match to it. Ed did, and POOF! It exploded and Ed's face and his left hand got all burned. It was awful. Mitch called my cousin Linda down. She got real scared and called the police. They took Ed to the hospital.

"Ed said the police yelled at him all the way to the hospital. They called him a dumb kid. And they said some things about my aunt that made Ed angry."

"What'd they say?" asked Smitty.

"They said she wasn't doing her job of watching her kids. They made it sound like she wasn't a good mother. Gee, she was at the dentist with one of the other kids. How did she know that dumb accident would happen?"

All of a sudden, Jim stood up. "Fellas, ya gotta go now, please."

The boys all got up and went upstairs. Jim went upstairs, too. After they had left he closed the door and went into the kitchen where his mother was getting supper ready.

"Still angry, Jim?" asked Mrs. Cohen.

"Nope, and thanks, Mom," said Jim as he gave her a smile.

Mrs. Cohen gave him a cookie she had just taken from the oven.

12/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
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# A LONGER DAY

The class was very noisy and Mrs. Joseph was getting angry. She said if she had to stop once more, we'd all be sorry. You could tell she meant it. She was talking loud and fast. But some of the kids couldn't take a hint and kept up the fooling around.

She warned us again. It didn't do any good. Finally, she stood still and folded her arms. Boy! Then we knew it was too late.

"All right! All right! I gave you far too many chances to be cooperative, and you did not do what you should. Now you will have to do the assignment at home. You've wasted all of your study time. I could have helped you. You decided to fool around."

Then Mrs. Joseph started to write our homework on the board. Someone mumbled. Someone else said to be quiet. Mrs. Joseph just looked at us.

I sat there feeling sick. When the bell rang Pete and I started to go home together.

Pete was saying, "I hate all week days except Friday. Friday afternoon is my favorite time. For two whole days I can relax. I don't have to think about school."

"Yeah," I answered. "I know what you mean about that school part. What a mess. Don't you have any jobs to do around the house?"

"Nah," said Pete. "I don't have jobs to do."

"Boy are you lucky! My dad has other ideas. He figures I should help with the yard work or other jobs he finds for me to do around the house."

"Boy, that's tough," said Pete.

"You aren't kidding," I answered. "Sometimes I don't mind, if my dad is working with me. But, well, most of the time, it's a pain."

"Do you get paid?" asked Pete.

"Nope, Dad says a family must work together to take care of the house. We all have our jobs."

"What's yours?" Pete asked me.

"I'm supposed to clean the basement on Friday afternoon," I answered.

"Why Friday?" he wanted to know.

"Because we put out the trash on Friday night. The garbage trucks come by Saturday morning on our street."

"How long does it take you to do the basement?" asked Pete.

"Oh, when I finally get to it, it only takes about a half-hour. Last Friday when I got home, my sister Lori was watching TV."

"Doesn't she have a job to do?" interrupted Pete.

"Nah, she's only four. She has to put away her junk and she helps empty the wastepaper baskets with Mom. But that's all. Well, anyway, so she was watching this swell comic show. So I sat and watched, too. When it ended, it was too late to clean the basement and so I just forgot about it."

"Did your pop yell?" Pete asked.

"No, he wasn't home. He and my mom went somewhere. Well, Saturday I went to that Science Club meeting that Mr. Minor told us about. It was at the Community Center. You should've come. It was great. Boy, I sure liked the rocket that the soldier showed us."

"What happened about the basement?" Pete asked.

"Wait, I'll get to that. Well, when I got home, I ate lunch, then remember, you called? So I went over to your house. My dad didn't ask me if I had done the basement Saturday or Sunday. This morning he asked me. When I said, 'No,' he said it was to be done before he got home tonight. And now look at what old Joseph gave us to do. I can't play at all this afternoon. I just couldn't fit it all in."

"Don't do the basement," Pete suggested.

"Are you kidding?" I answered. "My pop only tells once. He expects it to be done and boy I better do it!"

"But why can't you wait until next Friday to clean it? If you lived with the dirt so long, will a few more days matter?"

"You just don't understand, Pete, if my pop says it should be done, its gotta be done. I guess I just can't play with you today. Boy, what I need is a longer day, that's what."

# IT'S FOR LOVE

Jane and Cindy were walking home slowly. They had just received their report cards. They weren't too pleased. This was the second marking period and Miss Brownley had told them she was going to mark harder than she had done the first time.

Jane was saying, "I went down in everything on my report card this time. I even got a lower grade in gym because I forgot my gym shoes twice. I don't think that's fair for her to do. Boy, is my mom going to yell at me."

"What are you talking about?" said Cindy. "My mom's going to have a fit when she sees my card. I got two D's. My bratty sister Julie probably got all A's again. My mom's sure to make a fuss about that.

"Boy, I hate report cards. It's bad enough seeing the marks yourself, but when you have to show them at home, that's awful."

"Isn't Julie in first grade?" Jane asked.

"Sure, and when I was in first grade I was a genius too. But now the work is hard and so I'm not getting as good grades anymore.

"You know, Janey, I'd like school a lot better if I didn't have to worry about grades and what my mom and dad are going to say. I'm glad you don't get such good grades either 'cause my mom will ask about that too. She always wants to know what my friends get."

"Why does she want to know about me?" asked Jane. "Is she gonna stop you from playing with me because I'm dumb?"

"Of course not, Silly. She just likes to compare. I can't understand why she can't be satisfied just to see what I can do. But no, she always has to know what everyone else gets and then she says, 'You see, you can do better; you don't try hard enough. If Susie can get an A, so can you.' How does she know?"

"Well," said Jane, "I'm going to be grounded, I'm sure. Or maybe it will just be no television for this marking period. Boy! How would you like to be Skipper?"

Both girls laughed. "Ya, you're right. We shouldn't complain. I wonder what his parents will do to him?"

"Do you know," Janey said after a minute or two, "Bill was telling me he gets money for his grades? His dad gives him twenty-five cents for an A, twenty cents for a B and ..."

"What does he get for a D?" interrupted Cindy.

"Nothing. Why?"

"Well, I was thinking what my report card would be worth."

"No, Cindy, you don't get the idea. Bill's dad only pays for A's and B's. He takes away for C's and D's.

"My gosh," said Jane, "I'd go broke. Maybe just being punished isn't so bad."

"Ya," her friend agreed, "but can you tell me why they have to do anything at all? You know what my mom said when I asked her why she was yelling when I already felt bad? She said 'It's because I love you, and I care what's happening to you that I yell.' Boy, what a way to show love."

"G'bye, Cindy," laughed Janey as they reached her house. "And, remember, tonight when they yell, it's for love."

1/69 By Judith G. Pearlman
For School District No. 110
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## SHARING

Debbie had promised Ann she would play after school, so she was waiting for her. Ann came out a few minutes after Debbie did.

"What took you so long, Ann?" her friend asked.

"Oh, Debbie, I can't play. I must go right home. I'm grounded for a week and now I get in trouble here at school, too. I'm sorry I couldn't call you this morning to tell you."

"Well, that's mean," Debbie said. "I could have had a date with Carol if I knew this. Now I have no one to play with. I don't think you're very nice."

"Wait, Debbie, please don't be angry at me. It's really not my fault. The whole day has been a mess for me. Please don't you be angry, too. Since morning, it's been awful. And you know -- just because of my bratty sister. Boy I hate her. I hate her so hard, I could beat her up."

Debbie was interested in what brought about all this hate, so she decided not to be quite so angry at Ann for a minute.

"Which sister are you mad at?" she asked.

"Oh, I'm mad at both," said Ann, "but mostly at that little brat Julie. This morning she asked me if she could wear my blue sweater. You know -- the new one with the turtleneck. Well, I said she couldn't because I was planning to wear it. She said I was selfish and that when Mom bought it that she had said I should share it. So, I said it would be okay for her to wear it if I could wear her new pink shirt with the long sleeves. 'Cause Mom said we had to share it, too."

"Did your mom really say that?" asked Debbie.

"Yeah, sure she did. See, we're almost the same size and Mom says this gives us twice as many clothes. Also, she says in a family you must share things.

"Only my sister Kathy doesn't have to share. That fatty is so much bigger than Julie or me that even when her clothes are too small for her, they're too big for us."

Ann started to laugh. "You know," she said, "once I took Kathy's slacks and sweater. Julie and I both got into them. We came waddling into the living room and yelled, 'Look at the two-headed fat lady.'"

"What happened?" Debbie asked, laughing.

"Oh, my father laughed. My sister Kathy screamed. And, my mother hit me."

"Just you or did she hit Julie, too?"

"No, just me. She said it was my idea. I was older than Julie and I should have known better than to do a thing like that. That's what always happens. We both do something but I get the blame. Like this morning -- wait, you'll see what I mean --

"After I told Julie she couldn't wear my sweater unless I wore her shirt, she ran to Mom and started to cry. Boy, can she cry in a hurry. You'd think she was dying to listen to her. Anyhow, she ran in and interrupted Mom and Dad. That wasn't such a good idea 'cause I think they were having their own argument. Well, when Mom finally found out why Julie was crying, (I think Mom had thought she was choking or something) well, Mom came storming into our room.

"She said, 'I thought I told you to share that sweater with Julie! Now you let her wear it, do you hear?' Boy, everyone on the block could have heard her. Well, so, I yelled that I wanted to wear Julie's pink blouse and she wouldn't let me. I shouted that I didn't see why she always got her way just 'cause she was the baby. And then I said I wished just for once I could have my own stuff and not have to share, 'cause no one shared with me.

"I don't know what else I said or what Mom said, but finally she yelled that I was a selfish girl. She said I was only thinking about myself and that, besides, I was fresh to her. And then she said I was grounded."

"Wow, said Debbie, "that was some argument. Did Julie get grounded, too? And, did she get to wear the blue sweater?"

"No, she's not grounded. But she had to wear one of her old dresses. Neither of us can wear the shirt or the sweater until next week. I don't even care. I hate the old sweater, anyhow!"

# NO ONE TOLD ME

It was Saturday morning and Jerry could hear the family moving around outside his door. His father made enough noise to wake an army. But Jerry pretended to sleep. It was so nice and warm in bed. Anyhow, no one had told him to get up.

Suddenly, the door opened and his father said, "Jerry, get up this minute; we're going to the ten o'clock movie. Don't you remember? We're not going to be late because of you. Do you hear me?"

"Yes Sir, Dad," said Jerry as he hopped out of bed. He was wondering why his father was so annoyed. No one had told him to get up. He went to the bathroom and started the long procedure of getting dressed.

The rest of the Petersons were all hurrying. It wasn't often that Mr. Peterson bought movie tickets for the five of them. They were all excited. They were going to see the ten o'clock showing of the new Cinerama movie downtown.

Mr. Peterson kept telling them he didn't want to be late. And he kept yelling for everyone to get a move on. The girls and their parents had finished their breakfast and were washing the dishes. Jerry still hadn't come out of his bedroom.

Mr. Peterson went to see what was taking him so long. Jerry was sitting on his bed holding his gym shoes in his hand, trying to undo the knots so he could get his foot in.

"Wear your new shoes, Jerry, not those dirty things," said his father.

"I can't. I left them in school yesterday. I was late at gym and I didn't want Miss Henky to yell, so I didn't change my shoes."

"Haven't you any other shoes?" his father said.

"Well, er no. See I lost one coming from school last week. That's how come Mom bought me the new ones."

Mrs. Peterson came to the door just then and heard the story. Since there was nothing else to do, Jerry wore the gym shoes. Mrs. Peterson volunteered to help him finish dressing. His sister Mary brought him his juice.

Mr. Peterson went out to start the car.

Jerry was eating his toast while his mother was combing his hair.

His sister Nancy was holding his jacket. Everyone was yelling for him to hurry up.

Finally, they were all in the car and heading out to the expressway. Mr. Peterson was saying, "We're leaving so late I'm afraid we'll have trouble finding a parking place. I wish you people could organize yourselves better. Jerry, do you hear me?"

"Yes, Dad, I sure do. Say, Mom, did you remember to bring my eyeglasses?"

Mr. Peterson was red with anger. For the next minute, there was absolutely no sound in the car. Then he yelled, "Young man, I positively refuse to turn around for you or anyone else. And, I'll have no further conversation in this car either."

Mrs. Peterson spoke up quietly, "You know, Henry, he'll have trouble seeing the movie."

"That's too bad," was the answer, "maybe he'll start thinking and doing for himself from now on."

The family traveled the rest of the way in silence and they were late for the show.

* * * * *

And now it was Monday.

It was 9:15 and the class was busy working. The door opened and in staggered Jerry Peterson. The boys and girls looked up. You could hear the laughing begin. Jerry's curly hair was standing up on end. His shirt was hanging out of his pants. His gym shoes were untied. As he turned to close the door, his jacket got caught on the doorknob and pulled everything out of his arms.

Miss Henky said, "Well, good morning, Jerry Peterson, what brings you here so early?"

"No one told me to get up this morning and my mom didn't have my clothes put out for me. I would have only been a little late but I forgot my books and had to go back for them."

"Sounds like your usual sad story, Jerry. Suppose you go out to the washroom and finish dressing. Then come back here and get to work."

Jerry had just left and the class was back at work again when the door opened and Mrs. Peterson came in. "Here are Jerry's eyeglasses and his lunch, Miss Henky. I forgot to remind him to take them."

Miss Henky looked annoyed.

1/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
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# WHEN I GROW UP

Carol had had another bad day in school and Miss Henky had asked her to stay after school was out. Twice Miss Henky had called on her and Carol hadn't known where the place was in the book or, for that matter, what book they were even reading. Miss Henky was really nice to Carol. She hadn't scolded her, just said to stay at 3:30.

Debbie was waiting outside for Carol. They had a date and since it was at Carol's house, Debbie didn't have to worry about getting home on time. Her mother wasn't expecting her until five o'clock.

Carol came out and Debbie said, "What did she want?"

"She wanted to know what was bothering me and why I was daydreaming so much," Carol answered.

"What'd you tell her?" Debbie asked sympathetically.

"Oh, I made up some story about losing something valuable and worrying what to tell my mother. She told me the best thing to do was to go to my mother and tell her the whole story, truthfully. And then Miss Henky said, 'You'll see -- she'll understand'. Boy, if she only knew what went on in my house, she'd know she gave me some useless advice."

"Why, what's going on in your house?" asked Debbie.

"I suppose I shouldn't talk about it but I'm so unhappy. My mom and dad argue so much and I love them so. Honest, Debbie, they argue all the time.

"Last week we were having supper and my mom was saying we needed new sheets for the twin beds in my room and in Bobby's room. My father said he didn't see why and that she had to cut down on spending; he wasn't made of money. And then she asked what was he saving it for and a whole lot of other things.

"After awhile, I didn't know what they were talking about except that they were yelling. All of a sudden, they saw my brother and me watching and they sent us to our rooms. We didn't even finish dessert.

"Last night, they got started arguing about my brother going out after supper. Soon they were so mixed up about what they were yelling about that they weren't even talking about my brother anymore.

After a while, my father went out and slammed the door and my mom went to their room and slammed the door."

"Boy, they fight loud," said Debbie. My mom and dad do it different. If Mom starts to talk about something Dad doesn't like, he just gets up and leaves or turns on the TV. Boy, it makes her angry. I hate when she gets angry 'cause then she takes it out on us kids.

"Once she sent me to bed at five o'clock because she was so mad. When I said, 'Mom, it's only five o'clock,' she told me not to talk back to her. Then I asked her what I did and she socked me. Boy, big people act nutty sometimes."

Carol was listening to Debbie's story with interest. When Debbie stopped talking she said, "Do your parents still love each other?"

"Oh sure, I suppose so, in their own kooky way. I once asked my mom if she still loves my father. She laughed and said 'Of course, whatever made you think I didn't'. And when I said 'cause they fought so much, she said not to worry -- he wasn't as bad as she made him sound. I don't know what she meant by that, but it made me feel better, anyhow."

"Well, when I grow up," said Carol, "I'm never gonna fight with my husband!"

1/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

Teacher Guide
Lesson XIII

# RULES! RULES! RULES!

## Object of the Lesson

Often parents, and teachers as well, make rules which they do not explain to their children. The rules are valid and necessary. Many times, even if they were explained, these rules might not be accepted by the children because they would doubt that other children are bound by the same restrictions.

It is hoped that the group discussions will reveal that most homes function in a fairly similar way and that rules are made because of love and concern, not meanness.

## Questions to Cover

1. Do you think Jim was angry at his mother when she told him to send his friends home?
2. Do you think all families have rules, as Mrs. Cohen said?
3. Do you think Mrs. Cohen's rules are too strict?
4. Do you think Jim felt differently about the rules after he told the boys the story of his cousin's accident?

## Summary

We have discussed many of the rules parents make at home. We have tried to point out why the rules are made. We have also mentioned several rules that we have at school which are for your protection, too.

Let's hope that now when you are faced with a rule or regulation you will try to understand why it has been made before you decide, as Jim had done, that it was "goony".

12/68 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
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# A LONGER DAY

## Objective of the Lesson

This story introduces the concept of responsibility to the home. It is hoped that through the discussion the children will come to see the importance of their role. Their jobs such as, putting out garbage, emptying waste baskets, or sweeping and dusting seem menial, so it must be pointed out to them that these are significant chores. They see housework as an infringement on their time.

## Questions to Cover

1. Do you think boys and girls should help with housework?
2. Do you think they should get paid for their jobs?
3. Why doesn't the boy in the story mind doing the work with his father?
4. What do we mean when we say, "Never leave for tomorrow what can be done today."?
5. Do you think parents or teachers should have to remind or warn you many times?
6. Do you think the boy really needs a longer day?
7. In what way do you think doing your jobs helps your family?

## Summary

We may not like doing our chores, but we have all agreed that they should be done. They don't take much time. If we get to them right away, they can be completed and out of our way. A good habit to get into now is to do a job in such a way that we can be pleased with the results of it.

Teacher Guide
Lesson XV

## IT'S FOR LOVE

### Objective of the Lesson

This lesson has three major and interrelated goals. The obvious one, is of course, to show the universality of the problem to the children. The second one is to answer their doubts about why parents treat them as they do. And thirdly, we must make them recognize that, while school is their own personal responsibility, their parents also have a responsibility to see that their children do school work to the best of their ability.

### Questions to Ask

1. Do you worry about report cards for the same reasons as the two girls in the story?
2. Do you tell your friends what grades you get?
3. Do you have to show your report card to everyone at home?
4. Was Cindy right when she said that she gets worse grades now than she did in first grade because the work is harder now?
5. Does being punished for poor grades make you work harder or just become angry or sad?
6. Do you think boys and girls should get money or rewards for school grades?
7. Do you think parents yell at you because of love, or because they are disappointed, angry, sad or because they are ashamed?
8. Do parents have a responsibility to see that you do your best work in school?

### Summary

Well, we all decided that, in one way or another, parents tell you how they feel about your report cards. We certainly did discover lot of ways that they handle this matter - some that you don't like too much either.

But, and this is really the most important issue, we did point out that it is necessary for parents to know what you are doing in school. We also agreed that it is their responsibility to encourage you in one way or another to do your best work.

Teacher Guide
Lesson XVI

## SHARING

### Objective of the Lesson

This story has two major objectives. The first is to make children more sympathetic to the underlying motivation that prompts parents to suggest sharing of toys, books, and clothing. The second is to help children to develop methods to avoid unpleasant situations which can result from this need to share.

### Questions to Cover

1. Why do you think parents want you to share toys, books and clothing?
2. Would you rather have one or two things that are just yours; or would you rather have many things which you must share?
3. Do you think that Ann's mother was trying to be mean to Ann and Julie by making them share things?
4. Why do you think Ann was angry at her older sister Kathy?
5. Do you think that if Ann had tried to talk quietly to her mother instead of shouting that the argument would have taken place?
6. Why do you think Ann was grounded and Julie wasn't?
7. Why did Ann say she hated the sweater?

### Summary

Well, we would alllike to have our own things and not really have to share, but we can see why we must. Parents would also like to be able to give each of their children their own separate things, but clothing, toys and books cost a lot of money.

Today's story showed the trouble two sisters had about sharing and we have tried to figure out other, and maybe better, ways that they could have handled the matter.

Teacher Guide
Lesson XVII

# NO ONE TOLD ME

## Objective of the Lesson

This story depicts dependency in an extreme form, yet every child will recognize some aspect of his own behavior or relationship to his parents or older siblings.

The purpose of this lesson is to make the children see the need to develop independence and the responsibility for themselves. The time for them to develop these patterns of behavior is now, while the consequences of the failure to function properly are minimal.

## Questions to Cover

1. Why do you think Jerry stayed in bed even though he heard the family moving around? Was it just because it was nice and warm in bed?
2. Why do you think Mrs. Peterson put Jerry's clothes out for him every day?
3. Do you think Jerry's father approved of the way Jerry behaved?
4. Should Mr. Peterson have gone back for the eyeglasses?
5. Do you think Mr. Peterson got his message across to Mrs. Peterson about making Jerry think and do for himself?
6. Why was Miss Henky annoyed?

## Summary

Well, you all recognized a part of yourselves in Jerry Peterson. And, you can see now how your parents, because they love you and want to help you, can also keep you from growing up.

Now is the time to develop the ability to take care and remember for yourself. Now it won't matter too much if you forget things sometimes. But when you are grown-up and on your own, forgetting may cost you a job.

# WHEN I GROW UP

## Objective of the Lesson

All children are witness to parental disagreement of one sort or another. If the arguments are frequent, the children may become calloused to them and not consider them unusual or worrisome. But if they are few and far between, the children tend to be far more uneasy about them. Children today hear about divorce so much that they see these arguments as the forerunner of disaster for their family.

Many times, they are aware that they, themselves, are the topic of discussion in one of the heated debates and this causes them concern. They wonder if they are loved and wanted.

By bringing the topic out in the open for them to discuss, it is hoped that they will see that arguing is relatively normal. They will learn that people do not necessarily stop loving because they disagree. And, finally, they must be made to see that while they may be involved, in so far as they are the topic of debate, their parents' love for them is not in question.

## Questions to Ask

1. Why do you think Carol made up the story about losing something valuable to tell to Miss Henky?
2. Do you think Carol's parents fight often?
3. Do you think parents can live together without arguing?
4. What's the difference between a discussion, an argument, and a fight?
5. What do you think parents argue about most? Why?
6. Why do you think Carol's parents sent her and her brother Bobby away from the table?
7. Why did Debbie's mother hit her?
8. When you disagree or argue with your parents do you stop loving them?
9. Do you argue about silly things or about things that are important to you?
10. Do you think Carol will fight with her husband when she grows up?

## Summary

Well, we learned many things about grown-up behavior today, and in a way, about your behavior, too. First, I think we learned that discussing or arguing is necessary. People all have different points of view about how to solve their problems, especially if the problems are important to them. Parents must discuss their views in order to reach a decision on which they can agree.

Sometimes their discussing or exchanging of ideas gets pretty noisy and maybe even frightening to you. This doesn't mean that they hate each other or that they are going to leave each other. It does mean that what they are talking about is very important and it also means that's a good time for you to go to your room or watch TV.

STORIES UNIT IV

# THE GANG

We were all sitting in Mr. Minor's office. We were scared and it wasn't 'cause we were chicken. We knew we were in bad trouble and we didn't know what was gonna happen. Nobody was talking. We were just waiting for him to come in. All of a sudden Kevin started to cry.

Mike said, "Stop bawlin', Baby. And you keep your mouth shut, too, when he asks us questions, ya hear? You wanted to be in the gang. We didn't ask you. You remember, understand? You got us into this mess."

Kev tried to stop crying but he couldn't; he really was scared.

Mike was right about Kev, though. He wasn't in our gang. He never had been. He's such a creep. He always dresses neat, and he always does his homework. He even cries if he gets a bad grade on a test. And when school's out he's always runnin' home, so he won't be late. He even "tawks" funny. At recess he tries to talk to the teacher, or he bounces a ball against the building.

I think we were all surprised yesterday, at recess, when Kevin asked if he could be in our gang. We all laughed at first, and Kevin started to walk away, when Mike said, "If you're in our gang Kev, you gotta do what we tell ya to do, d'ya hear?"

We all didn't know what Mike was thinking about, 'cause we really didn't do much except play together. But it sounded mysterious and like fun, so we all joined in and yelled "Yah, yah, you gotta do what we say!"

I think Kev was ready to back out right then, but he couldn't. We had him against the school wall. Mike was saying, "Okay, we meet at the corner of the school yard at 3:30, and we'll give you your orders. Don't be late."

Poor Kev, for the rest of the day you could tell he was upset. He missed his place twice and when Mrs. Joseph called on him for an answer, he gave her such a mixed-up one that even she looked at him like something was wrong.

At 3:30, Steve, Joey, Scott, Mike and I were waiting for Kevin. I said, "He won't show."

Mike said, "The sissy better, or he'll be sorry."

"What all are we gonna make him do, Mike?" Joey asked.

"I don't know, you guys got any ideas?"

"Well, whatever it is, let's do it and get it over with, so we can have a game without that creep around," said Scott.

"That's it," said Mike. "If he wants to be in our gang, he's got to prove he's good enough. Let's draw a target on the school wall and he's got to hit it four out of five times, okay?"

I think some of us were disappointed 'cause that really wasn't such a big deal. But, like I said, Mike and us guys don't go around lookin' for trouble. We're not that kind of a gang.

Well Mike went over and drew a target on the school wall. I said, "Hey Mike, that's kinda close to the window, he might hit it."

But Mike just grinned, and left it where it was. We were all throwing the ball at the target when Kevin finally came out. It looked like he was gonna take off for home. We all yelled, and he came over slowly. We sort of pushed him around for a couple a minutes, and then Mike said, "Okay, there's the target. Hit it four out of five times or you're out of the gang!"

Kev looked at us and said, "But you fellows know I can't do that!"

"Do it!" we yelled.

Kev took the ball, and I swear he closed his eyes before he threw it.

Mike yelled, "Run," almost before we heard the glass break.

We did. Kevin didn't.

1/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# SHE'S JUST A CREEP

Beth had been absent yesterday afternoon, so Miss Brownley talked to us about the way we were treating her. She said we were being mean and that we were making Beth very unhappy.

Joey said, "We never start it, Miss Brownley. She's just such a creep."

"What does she do to bother you, Joey?" the teacher asked.

"Well, when you're busy writing on the board, she's busy making faces at us. Boy, can she make crazy faces." Everyone laughed. Miss Brownley called us to order. "And," continued Joey, "when she's not doing that, she sits with her tongue out. If her tongue isn't out, she's got her fingers in her mouth. We don't want to correct her papers, they're always icky."

"Yeah," yelled Janey, "and if we get something wrong --- like if you ask a question and we give a wrong answer --- she turns around and makes one of her crazy faces and says, 'See, you're not so smart!' Boy, she should talk."

Cindy said, "She always laughs about how we dress, and she always makes fun of my eyeglasses. I don't think that's fair."

Miss Brownley stopped us then and said, "Well, I can see how Beth can be bothering you. But let's see if we can help her to be a happier member of the group." Somebody yelled, "What for?" Miss Brownley frowned and went on. "Do you think that if you girls would try to be nice to Beth she wouldn't feel she has to be nasty to you?"

"That won't work, Miss Brownley," said Janey. "Beth doesn't know how to be nice."

"Well, " said Miss Brownley, "do you think you could try it? Let's see what would happen if you let her into your group. It's not going to change her all at once, because she's got a lot of habits to break, but let's see if we can help her.

"And, boys, suppose you just ignore what she does. Maybe the face-making will stop too. No matter what, though, I want you to promisethat you won't call her names and bother her the way you've been doing."

"You mean we can't call her _______________?"

"No," said Miss Brownley before Skipper could finish. "You can't call her any names at all."

"Aw, Miss Brownley. You're spoiling all our fun."

* * * * * * * *

Well, this morning we were all standing in the yard waiting for the bell to ring, when Beth walked up. Janey said, "Remember, this is the Be Nice to Beth Week, you guys." We all laughed. I don't think Beth heard us but anytime we laugh, she's sure we're laughing at her.

Beth's face got all red. It always does when she's angry and she looked at us and yelled, "My mother says you're just a bunch of nasty children, and you're not worth bothering about."

We all laughed. And someone yelled a nasty name, and we all laughed again.

When we got inside, we all pretended like nothing happened. I sit right behind the _____, I mean Beth. I said to her, "That's a nice sweater you've got."

Beth said, "Mind your business, what do you know anyway?"

All morning, Beth made her faces and stuck her tongue out,dopey like. No one paid attention to her. We didn't even complain when she said nasty things about our reports.

Just before we went to the assembly in the gym, Joey stuck a sign on Beth's back that said "poke me". All the way down the hall, we were all taking pokes at her. Other kids would laugh when they saw it.

Well, we got to the gym and sat where our class is supposed to sit. Beth sits on the bench in the front row with four of the other girls. They always arrange it so she has to sit next to the boys. Skipper sits right next to her and behind her are Joey and Smitty.

Mr. Minor was leading us in the Pledge. I don't know if Joey really poked Beth, or if, like he said, his elbow touched her as he turned around. The benches are close together in the gym. Anyhow, all of a sudden, in the middle of the Pledge, Beth turned around and punched Joey so hard that he fell back against Cindy and smashed her glasses.

Joey got suspended for the rest of the week and his mom has to come to school. Beth's mother has to come too, but she isn't suspended.

Boy, we must have made her real mad. We won't like Beth any better, but I don't suppose we'll take pokes at her anymore.

2/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# THE EAGER BEAVER CLUB

The lady in the Girl Scout uniform had talked to all the girls in the fourth grade about joining Girl Scouts. She said that it was a wonderful way to make new friends and learn valuable skills at the same time. She also told the girls about the hikes, cookouts, and the overnights, they'd be able to go on after they passed some of their first aid requirements.

When she finished talking, she handed out permission slips. She told those girls who wanted to join, to have the slips signed by their parents and to return them to their teachers. Almost all the girls took a slip.

Of course, on the way home all the girls were talking about scouting. Sue and Janey, who were always together, were discussing it, too. Sue said, "I'm going to join, Janey. I've been waiting for this. I know we'll have a good time. Just think, we'll be going on cookouts and an overnight, too. Boy, will I love that."

Janey was quiet. She looked at her friend and said, "I don't want to join. I don't think we need it. We have all the fun we need, together. Heck, if you're so interested in an overnight, you can come over to my house to sleep."

"Oh Janey, you're funny," laughed Sue. Sue was always the one to make the suggestions and plan the activities for the two girls. She had wonderful ideas.

Janey didn't answer. She was thinking back to a conversation she had had only the night before with her mother. She had been telling her mother what wonderful ideas Sue always had, and how she loved being with her.

She remembered her mother saying, "You have good ideas too, Janey. But, you depend on Sue too much. You'll be sorry some day. Suppose Sue should move away or should pick another friend? Who would you have then? Susie plays with other girls, but if she can't play with you, what do you do?"

Janey had argued with her mother. She said that Sue would always choose her over other girls. She thought of all those things as she answered her friend. "Honest,Sue, I don't think we should join Scouts. It's just like school. You'll see. Remember when Beth told us about it? She said it was awful."

Sue looked at her friend seriously. "No, Janey. I'm not going to let Beth or you stop me. I want to join. I think it will be fun. Think of all the kids we'll meet! Let's try it out, please?"

Janey's face was glum. Then it brightened. "Why do we need Scouts? Let's make our own club. We can call it the Eager Beaver Club. We can do anything we want. We can make our own rules and meet whenever we want. We can even have our own clubhouse, too."

When she stopped for a breath, her friend asked, "Who'd be in the club, Janey?"

"Anyone you'd want. You'll see Susie. We would have fun."

"Janey, who would take us on overnights --- your Mom?"

"No, she couldn't. But, do we need overnights?"

"Yes. Yes, we do. And that's why I'm going to join Scouts. You can come if you want. I really don't care."

For the first time, the girls argued. Janey went home in tears.

# SATURDAY'S GAME

It was Friday afternoon and the fellows were all walking home together. They were talking about their plans for Saturday. Skip was saying that he didn't have much to do, but he sure would like to play baseball if they could get up a game. Jim said he'd like to play but he would have to see what his dad had in mind first. If he didn't have to work, they could count on him. By the time they got to Jerry's house, which was the closest, it was all settled. Jerry, Bill, and Smitty would come also.

The next morning was clear and warm. By eleven o'clock, the fellows were all gathered at the baseball field at the school. Jim had brought a bat, and his new mitt. Skip had a new hard ball. They were just tossing the ball back and forth, sort of warming up.

Skip was the first to see the other boys come on the new field. He asked if anyone recognized them. Jerry said he knew Ken Stevens, and thought that all of those fellows went to the Junior High. Jim suggested that they just ignore them. So, they did.

When the big boys got closer one of them yelled out, "Scram, runts."

Jim answered, "The yard's free; play somewhere else. We were here first." One of the big boys picked up a stone and threw it at Jim. He missed, but Jim and his friends were scared.

Smitty questioned, "Do you think we should go?"

"No," said Skip, "I'm not leaving. I don't see why we should. Like Jim said, we were here first."

So Jim tossed the ball back and forth to Smitty who was playing first base. But all the time they were playing, the boys were watching and wondering what the big kids were planning. The Junior High boys were just standing with their hands in their pockets. They seemed to be arguing. Finally, it looked like they were leaving. They had spread out and were walking off the field.

Skip said, "See, we showed them." And then he walked to the plate and picked up his bat. "Let her go, Jer."

Jerry pitched a slow ball to him. Skip bunted it back, and Jerry caught it up. He pitched another ball, this time right over the plate. Skip hit it good and hard and it sailed out over Jerry's head and past Bill who was playing outfield. The big boys heard the crack of the ball. Two of them turned around to see what had happened. One ran in to catch the ball. He got it and threw it to the other big boy who was close to him.

As soon as Jim saw that happen, he yelled for them to toss the ball back to him. The big boys started to laugh, and ran, tossing the ball back and forth between them. At that point, Jerry started running off the field, fast.

Jim and the other boys ran too, but they were trying to catch up with the big boys. They were no match for them, though. Soon they had to give up. They were angry and sad. They were angry that Jerry ran off and left them. They were wondering what to do. Skip was sad about losing the ball, but he agreed that there really wasn't much they could have done.

Jim said, "That's no way to handle this. Jerry said he recognized one of those big guys, didn't he?"

"Yeah, so now where is brave Jerry?" Skip answered, angrily. "Anyway, what do you want to do, go start something?"

"No, Skip. But let's find out the boy's name and then we can report him to Mr. Minor. I don't see why they should just get away with stuff like that. Mr. Minor says that we don't have to let people push us around. He says if you don't stand up for your rights you'll lose them."

"Well," said Smitty who'd been listening quietly, "I'd just as soon chip in and get a new ball for you, Skip. I don't want to start trouble. Those guys are big."

Just then, Jerry came running back on to the field. His dad was following close behind. Mr. Marks asked what had happened. When the boys finished telling him their story, he told them to pile into the car.

While they were driving, Jerry said, "I sure hope you guys didn't think I ran out on you. I figured we'd need help and, since my house is close, I ran for my dad."

Mr. Marks had driven down Jersey Street. He pulled up in front of a house and stopped. "Jerry, are you sure it was Ken Stevens?"

"Yes, Dad. I'm positive."

Mr. Marks and Jerry went up to the door. Mrs. Stevens talked to them for a few minutes. Then they came back to the car.

As soon as he was seated, Mr. Marks spoke to the boys. "Mrs. Stevens said the boys aren't home yet. Jerry told her everything that happened and that your ball was taken,Skip. She assured me that I would hear from her later."

## BUTTERFINGERS

We were all standing against the wall in the gym. Mr. Caska, the gym teacher, was kneeling on the floor next to Danny. It sure looked like Dan's leg was broken. We didn't know what happened, even though we were all there. It happened so fast. We kept wishing we could find out.

After a few minutes, Mike, who was up at the beginning of the line came back to us. "Charlie did it, Danny just said so."

We all asked how it happened. Mike said, "Charlie ran into him."

"Oh, then it was an accident." said Joey.

"No, that's the trouble, it wasn't an accident. Charlie did it on purpose. And," added Mike, "I don't blame him."

"What do you mean," I started to ask, but Mr. C. yelled for us to be quiet. Just then Mr. Minor came in and took Charlie to the office. Charlie was crying.

Mr. Caska sent us back to our classroom. Mrs. Joseph looked worried. As soon as we were sitting down she said, "Well now, what happened? Who thinks he can tell it clearly?"

We all looked at Mike; he really knew the most, and besides he knew how we all felt about Dan. Ever since Dan came a couple of weeks ago, he's been picking on some of us. It's not that he's rough or mean -- it's just that he teases and doesn't know when to stop.

So when Mike stood up, we were all ready to listen. Mike's first sentence, "Well you know, Charlie isn't very good in sports," made us laugh, though. He said it so seriously. One look at Mrs. Joseph made us decide to be quiet.

Mike went on. "Charlie's never been good, but so what? A person can't be good in everything, and he tries. Most important, though, he's a good sport. Well, since Danny came, he's been making fun of Charlie."

"How, Mike?" Mrs. Joseph inquired.

"Well the first week Dan was here, Charlie missed catching the ball. He was on Dan's team. So Dan called him Butterfingers. Now that's all he calls Charlie. When we go to Miss Henky's room for science, and she calls Charlie, Danny will turn around and say, 'Let's see you miss this one too, Butterfingers', or he'll say, 'That's pretty good, Butterfingers.' It's silly, but we all laugh. We know he's joking, but he doesn't know when to stop.

"Well, today in math, remember Charlie added instead of subtracting and he gave the wrong answer? Everyone laughed, remember Mrs. Joseph? You even said you'd like him to be in charge of your bank. Well on the way out of the room, Dan said, 'Well, Butterfingers, I see you're dumb too!' That made Charlie mad, but he pretended not to hear him.

"All through lunch he and Kevin kept talking about it."

Kevin interrupted, "Yes, Mrs. Joseph, I told him he should tell you. But Charlie said he didn't like to do that because he was sure you'd just tell him to ignore it. Or maybe even say something in class and that would only make it worse."

"Boys, what has all of this got to do with the accident?"

"Wait, Mrs. Joseph, I'm coming to that." Mike went on with the story. "After lunch, we went to gym. Mr. C. divided us into teams for volleyball. Charlie and Danny were on the same team. This part I saw. The ball came over the net and both Dan and Charlie ran to hit it back. Charlie was slower, so he hit Dan. Dan turned around and yelled, 'Sure enough! I knew it would be our dumb Butterfingers. You goofed again!' I don't know what happened next. But if I were Charlie I would have hit Dan, to shut him up once and for all."

# THE POPULAR GIRLS

At 7:30 in the morning, the telephone rang in the Jackson's house. Debbie ran to get it. She always did. She was sure it was going to be Ann, because she and Ann usually played together. "Can we play here, Mom?" she asked as she picked up the phone.

Mrs. Jackson agreed, and the two girls made their plans. They giggled together for a few minutes until Debbie finally said she had to hang up. She ran upstairs to finish dressing. A few minutes later when the phone rang and rang,Tina ran to answer it. "Debbie, it's for you again. It's not Ann, though."

Debbie grabbed the phone away from her little sister. You can imagine how surprised she was to learn that it was Becca. Becca was one of the popular girls. She had never called Debbie before. "Can you play at my house today, Debbie? We can walk home together."

"Of course, Becca," said Debbie. "I'll see you at school and we'll talk about where to meet. Thanks for calling me." As she hung up the phone, her mother walked in the room. "Well,what was that all about?"

"Oh Mom, Becca Jones called for a date today. Isn't that wonderful?"

"You made a date with Ann, didn't you?"

"Yes, but when I get to school I'll tell her I can't play."

Mrs. Jackson looked at her daughter angrily. "Do you think that's a nice way to treat Ann? Just because this Becca girl calls, you sound as though you don't need your friend anymore."

"Oh Mom, you don't understand. Ann is always there. But Becca is one of the popular girls and I really want to play with her."

Mrs. Jackson shook her head sadly. "Debbie, if you break your date with Ann I will be very disappointed in you. That is not a nice thing to do."

At school Debbie saw Ann and told her she couldn't play. Ann was disappointed and was going to ask Debbie why, when the bell rang.

At noon Debbie had her first chance to talk to Becca. Becca was with her crowd. They always stood near the fifth graders. They would talk and giggle. They liked to act grown-up and important.

They liked to talk with some of the boys, and they never played games. Debbie walked up to Becca and said hello. When Becca didn't answer her, Debbie tapped her on the arm and said, "Hi Becca, where do you want me to wait for you after school?"

Becca looked annoyed as she said, "Oh, I've got something else to do today. I meant to tell you." She turned back to the group then and, as Debbie walked away, she heard Becca's friends laughing. Debbie didn't turn around to see if they were looking at her. She just wished she could run home and start the whole day over again.

It was lucky for Debbie that they had a movie during social studies. She couldn't even keep her mind on what she was watching. At 3:15 when the bell rang, she started for home. She saw Ann and Carol walking off together, and she felt sad and lonely.

She had gone about a block from school when she saw Becca walking alone. She caught up to her.

"Hi Becca, how come you said you were busy, when I saw you at lunch?"

"Oh, my friends would have teased if they knew I was going to play with you, Debbie."

"Why," asked Debbie, "what's wrong with me?"

"Gee, Debbie. It's not that there's anything wrong with you. It's just, well, you're not in our group, and they'd tease me if they knew I was going to play with you, that's all."

"You still didn't tell me what's wrong with me, Becca."

"It's like this, Debbie, you, Ann, and Carol just aren't interested in the same things my friends like and..."

"Never mind, Becca. What you mean is you think we're babyish, don't you? We don't pretend we're big, and we're not interested in the same things. But then, why did you call me? Did you call me just to make fun of me?"

"No, Debbie, I didn't. See the other girls went downtown, but my mother wouldn't let me go, so I thought I'd play with you today. You can still come if you want."

Debbie shook her head and continued walking home.

3/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
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Teacher Guide
Lesson XIX

## THE GANG

### Objective of the Lesson

Children yearn to have friends and to be popular. Very early, some youngsters learn that because of the way they behave, which may be perfectly acceptable to adults, they rub other children the wrong way. Even so, until they are completely defeated they all make attempts to find friends; and, as is the case in this story, they pick the group with which they are most likely to fail.

This story **tries** to point out several issues: (1) Kevin did not choose wisely in looking for friends. He should have chosen boys with similar interests and abilities; (2) each of the boys, admittedly good, would have liked to see some devilment occur. The gang gave them added courage which they would not have had acting individually; (3) at all times, it is bad to run from the scene of the crime or accident.

### Questions to Cover

1. Was Mike fair in saying that Kevin got them into the trouble?
2. Other children dress neatly and do their homework, and even cry if they fail a test. Why did it bother the boys especially about Kevin?
3. What do you think made Kevin ask to be in the gang? Do you think he should have asked those boys?
4. Why do you think the rest of the boys went along with what Mike said to Kevin, instead of saying he could not be in the gang?
5. Why didn't Kevin tell Mrs. Joseph about the boys, if he was so upset?
6. Do you think that if Mike had come up with a real bad thing for Kevin to do that the other boys would have gone along with it?
7. When Kevin came out of school do you think that he wanted to be in the gang anymore?
8. Do you think that Mike was hoping that Kevin would break the window?
9. Do you think that if the boys had all stayed when the window broke that they would have been in as much trouble?

Summary

Today we have discussed many things about friendship. We've come to the conclusion that you must select friends who have interests that are the same as yours. Just because a gang is popular does not mean that you will be happy being with them. We have also pointed out that you should never have to prove yourself to a gang to be able to join them.

Another point made was that being a member of a gang will change the way a person acts. You must remember not to let the gang make you act in a way you never would do if you were alone. It's important to remember that while the whole gang may get into trouble, each boy or girl will be punished individually.

# SHE'S JUST A CREEP

## Objective of the Lesson

From the time they enter school, certain children have difficulty making friends. Some are shy, others behave in a way that is objectionable, while still others are physically repulsive to the group. Whatever the cause, these rejected children suffer deeply.

They can respond in several ways to the treatment given to them by their peers. They can become meek and utterly withdrawn or they can become belligerent.

Our purpose is to indicate to the majority of the children that they are responsible for the behavior of the "left-out child." We want to make them see how they can help this person become a part of the group. Secondly, we want to point out, again to the whole group, those behavioral traits that are objectional to everyone. We must make them see that we all do things which are bothersome. It is the degree to which some people carry them out that leads to their downfall.

## Questions to Cover

1. Why is it some children can't make friends?

2. Do you think Beth started out being nasty, or do you think this came about because she couldn't make friends?

3. Other children make faces and say nasty things. Why does it bother the group more when Beth does it?

4. How do you think Beth feels about the children in her class? Do you think she'd like to be friends with them?

5. Why do you think the boys and girls enjoy teasing Beth?

6. If you have ever teased anyone like Beth, did you think they would do anything mean to you?

7. Did the children in the class make any effort to follow out what Miss Brownley asked?

8. Why do you think Beth hit Joey?

9. How will the children treat Beth from now on?

## Summary

We talked today about a lot of ways people behave --- ways that we don't like. We learned that some people can do these objectionable things and get away with it, while other people will do the same thing and the group will dislike them for it.

For the boy or girl who doesn't get along with the class, the idea is to find out what you are doing that bothers the group, and stop it. For the rest of the class, let's see if we can't help that boy or girl by ignoring the bothersome behavior and by offering them some friendly encouragement.

2/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

Teacher Guide
Lesson XXI

# THE EAGER BEAVER CLUB

## Objective of the Lesson

Many children find so much pleasure in being with a certain person, that they soon limit their circle of acquaintances. This happens not only with the shy child, who finds the effort of creating relationships painful, but also with the loner, or selective person, who has his particular qualifications for a friend.

The relationships created by these people are very close and dependent. The hazards that can ensue when, for any number of reasons, such a relationship falls apart, are numerous.

Children must be made to see why the "togetherness" is thwarting. They must see that it is to their advantage both socially and intellectually to broaden their circle of friends.

## Questions to Ask

1. Why do you feel you need friends?
2. What is the difference between being a friend and being a best friend?
3. How many of you have a best friend?
4. Have any of you lost a best friend?
5. What do we mean when we say someone has lots of acquaintances but no friends?
6. What are some of the things you look for in a friend?
7. What makes you think Janey has trouble making friends?
8. What does Janey think will happen if she and Sue join the Scouts?

## Summary

There are many reasons why friendships break up. Whether it is because your friend moves, or because you outgrow each other, or because you suddenly decide that you have nothing to share any more, the result it painful. And, if you only have that one friend, you are sad and disappointed, besides being lonesome.

That is why in today's story we pointed out that, while we may like one person and consider that person our best friend, we should have several friends and acquaintances too.

# SATURDAY'S GAME

## Objective of the Lesson

As a child matures, he becomes aware of a social dilemma. His natural reaction to an unpleasant situation is to respond with hostility. We adults train this out of him. We stress that such behavior is wrong. One must not fight.

Then, the young child meets the bully. Should he fight? Should he run? Should he stand his ground? How should he handle the situation?

We must present the problem to the children, so that they can discuss it and be prepared. One cannot run from all dangers; children must be made to see this. There are some situations we must stand up to, while there are others for which we must seek help. Certainly we need to teach, also, that the perpetrators must be reported.

## Questions to Cover

1. Why did the big boys think that they could push the younger boys off the field?
2. Have you ever been pushed off the playground by a group of older children? What did you do?
3. Do you think that Jim and his friends acted wisely when they stayed, even though the older boys told them to leave?
4. Can you think of another way that they could have solved the problem?
5. What do you think of the way that Jerry behaved? Would you have thought to go for help?
6. Do you think that Jim will still tell Mr. Minor about Ken Stevens and his friends?
7. How do you think the story will end?
8. If you were Jerry how would you feel about the way your father acted?
9. How do you think Mrs. Stevens felt about Mr. Marks's visit?

## Summary

Our discussion today was about the bully, and how to handle him. Most of the time we hate to report people because we are afraid that they will be mean to us afterward. This is a risk we must face. There is no way for the school, or parents, or the police to help us, if we do not tell them what has been done that robs us of our rights.

# BUTTERFINGERS

## Objective of the Lesson

All too often, children and adults, who are in some manner insecure in themselves, will take great pleasure in capitalizing on the errors of their peers. It isn't sufficient for them to note a blunder and then let it go, they must call it up time after time. Rarely do these people give any thought to the scapegoat, because they are playing to the audience.

We would hope here to accomplish two tasks: first, we would like to make the individual with this trait more aware of his behavior. We must point out why he is doing it, and why it is not good. Secondly, we must sensitize our audience so that they do not respond to the needless harassment.

## Questions to Ask

1. How did you feel while you were listening to the story?
2. Do you know children who tease the way Danny did?
3. Do you think that Charlie handled the situation the right way when he tried to ignore Dan's comments?
4. What do you think you would have done if you were Charlie?
5. If there is a boy like Dan in the class, what can the class do to make him stop his teasing?
6. Very often adults will tease like Dan did. For example, they may call you by a baby-name or talk about something you did as a baby, every time they see you. What can you do to make them stop?
7. Why do you think people tease this way? How do you think they feel while they're teasing?
8. Do you think they would do it if no one was listening?
9. How do you think they would take the same kind of teasing?
10. What do you think will happen to Charlie?
11. Do you think Dan would have picked on one of the boys who is good in sports? What kind of a person does he look for to tease?

## Summary

Today's story was about another attention-getter. He is the tease. Most often, he does not get himself in trouble, because he uses other people for his target. But, by making them look clumsy, or dumb, or bad in any way, he hopes to make himself look better. At least he thinks of himself as being a very funny person.

This is not a very kind way to behave. And, while all the people who are teased will not turn on the person who does the teasing, it can happen.

# THE POPULAR GIRLS

## Objective of the Lesson

Everyone who works with children knows about their cliques. And every teacher and parent is also aware of how some children yearn to be in the popular group. Some youngsters never make it into any group, and these left-out children are hurt deeply by being ostracized.

What we want to accomplish in this lesson is the development of a feeling of sensitivity for others. Through Debbie's actions and reactions we want the children to see the consequences of being inconsiderate and thoughtless.

Lastly, we want to make them aware that they must question the standards and values maintained by any group they may aspire to join.

## Questions to Ask

1. While you were listening to the story, how did you feel about Debbie?
2. How do you think Ann felt about Debbie's change of plans?
3. If you were Ann would you still want to be Debbie's friend?
4. If Debbie and Becca did play together do you think they would have had a good time?
5. How did you feel about Becca; did you think she was a kind girl?
6. How would you feel if you found out that your friend broke a date with you to play with somebody else?
7. What do you think was Debbie's reason for wanting to play with Becca? Do you think she really would fit in that group?
8. Why should you be a dependable friend?
9. Have you ever belonged to a group that told you not to be friends with certain boys or girls?

Summary

In this story, Debbie did what many of us sometimes do. She though about herself only. She didn't think about her friend, Ann, nor did she listen to the advice her mother gave her. As a result, she had a very sad experience. One thing we must always try to remember is that we must never try to improve our own position at the expense of others.

3/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

TEACHER GUIDE, UNIT V

## THINK FOR YOURSELF, JIM

### Objective of the Lesson

We have a two-fold goal in this lesson. First, and probably most important, we want to make children aware that parents do have a tendency to think for them. Parents are, all too often, afraid to give a child the opportunity to function alone. They are afraid that he will forget, he will fail, or he will prove to be inadequate.

We must make children look into their own situation, not with the idea of rebelling, but for the purpose of becoming aware of parental motivation. Then we must make them see how much they depend upon adults to think for them in the routine, as well as the extraordinary,situations. At that point, we must offer guidelines for them to assume their own independence.

Our second purpose is to make them see how this boy went about handling a serious situation. Discussing this sort of problem-solving is vital. It should precede the child's need, and should be reenforced often.

### Questions to Cover

1. Why do you think Mrs. Cohen and most other parents tell their children what to do?
2. Some children don't like being told what to do, but other children like to be told. Why do you think they like to be told what to do?
3. If you always wait and depend upon your parents or your teachers to tell you what to do, how to do it, and when to do it, how do you think that you would act if they forgot to do the telling?
4. What can you do if, as you think about yourself, you see that you do depend upon your parents to tell you when and how to do things?
5. What do you think, did Jim's mother tell him how to handle an emergency?
6. What sort of things should you take care of by yourself? (remembering about schoolwork and personal care particularly)
7. Has your family ever talked about what to do in case of an emergency? Why do you think it's a good idea to discuss these things?

8. Jim said something in the story that is worth remembering. He said, "It's no fun to tease if you don't get a rise out of the other guy." If you have a sister or brother who teases a lot, how can you use this idea?

Summary

Besides suggesting a method for handling teasing, this story had some other points in it that are worth remembering.

Too often boys and girls think of themselves as puppets, with their parents and teachers pulling the strings. We must each learn to function on our own. This does not mean that we do not ask for help or accept guidance. It means we must learn to see ourselves as a person accepting the responsibility of our own daily living, to the extent that we are capable of handling it.

3/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# NAMES DO HURT

## Objective of the Lesson

We want to stress the importance of personality, pointing out that this is a part of a person's makeup which can be changed. It should be pointed out, too, that while gross changes cannot be made in one's physical appearance, there are certainly ways to make oneself attractive and pleasant looking.

The role of the tease also needs to be exposed so that the children can understand why they are being annoyed.

## Questions to Cover

1. Do you know the old saying "Sticks and stones will break my bones, but names will never hurt me"? What does it mean?
2. Do you agree with it? Which really hurts more, the broken bone or the hurt feelings?
3. Do you think people call names to be mean or because they think it's funny? (Mostly to be funny---partly out of frustration.)
4. How do they feel when they call names? (Superior)
5. What did Mary's mother mean when she told Mary, "If it can't be changed, learn to live with it the best way you can"?
6. How can you improve the way you look? (Attractive clothes, proper posture, clean and neat appearance.)
7. How can Nancy change her nickname?
8. Which do you think is most important, a nice personality or good looks? Which is the easiest to have?

## Summary

Some people get pleasure out of calling others names and that is not kind. But it pays to listen to the name you are being called and to think about it carefully. Can it be changed? If so, how? If it can't be changed, ask yourself, "How do I learn to live with it?"

# BASEBALL JOANIE

## Objective of the Lesson

Occasionally, we find boys or girls playing with children of the opposite sex. While this is not harmful at the onset, it may have some serious repercussions when the group grows up and rejects the different child. The outcast at that point has no friends and does not know how to play with children of his sex.

While it is rare to find boys who wish they were girls, we do find a number of girls who wish they were boys. These children must be helped to see, first of all, that since they cannot change what they are, they must adjust positively to the situation. They must also be made to see the pleasurable aspects of their role.

## Questions to Cover

1. Do you think that it is wrong for a boy to play with girls, or for a girl to play with a gang of boys?
2. What are some reasons that girls prefer to play only with boys? (Bring out idea that they don't like being girls.)
3. Can they do anything about not liking to be girls?
4. How do you think Joan may have behaved that caused the girls to dislike her?
5. Why do you think she may have behaved this way?
6. What are some reasons that boys might feel happier playing with girls?
7. Have you ever known any boys who play with girls, or girls who play with boys? What was their reason?
8. If a girl does like to play with a gang of boys, why is it important for her to also have girl friends?
9. What makes you think that girls can have fun, and lead exciting and important lives?

## Summary

Today we learned why it's important for girls and boys to have friends who are of the same sex. From them we learn how to behave and what is expected or our particular group.

We also learned that in today's world both men and women can enter any field of work and can travel to any part of the world. Women do have important and exciting lives.

Teacher Guide
Lesson XXVIII

## NO ONE'S PERFECT

### Objective of the Lesson

In most instances, we tend to feel that behavior which must be criticized is always negatively oriented. In this lesson, we have the reverse. Here is a child who is trying to be good to get the approval of his peers and the adults in his life. The only thing wrong is that he has set unrealistic goals for himself. If we do not point out the hazards of this type of motivation to him, he may face serious disappointment and lasting discouragement.

Our goal is to make the children recognize that, first, they need a realistic appraisal of their capabilities. Then, in the light of that appraisal, they must set up for themselves standards which they can achieve with application and a normal amount of effort.

### Questions to Cover

1. What was Doug's main reason for trying to be perfect?
2. What do you think of his method for getting attention?
3. How do you feel about trying that hard?
4. Why do you think Doug got angry at Becca when she said his reasons weren't any good? (His perfect plan was being attacked.)
5. What do you thingk of the reasons that he gave for srarting over?
6. If you try to do perfect work what are some of the problems you have?
7. What do you think should be the goal for people who try to do good work?
8. What do you think should be the goal for a person who always gets C's? Do you think he should airm for A's or B's? Why?
9. What do we usually mean when we say that a thing is perfect? (Relative vs. absolute perfection)

### Summary

I think that we will all agree that we must try to do our best work. We must put forth a great deal of effort to get good grades. But, the important thing that we must remember is not to set our goals so high that we cannot reach them.

4/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

## IT WASN'T MY FAULT

### Objective of the Lesson

The obvious objective of the lesson is to show how children and adults try to soften the unpleasant consequences which they must face, by involving others or by doctoring the situation.

Through the questioning, we want to get at the basic problem, which is that the person who uses this mode of operating is trying to project an image of himself that is not true. He has set his goals too high, and being unwilling or unable to meet them, he tries to elicit your sympathies by creating all of the tragic happenings for himself.

### Questions to Cover

1. What is John doing?
2. Why do you think he feels he must make excuses as he does?
3. Who is he trying to fool?
4. Who do you think he is really fooling?
5. What has he been failing to do?
6. Why can't he face up to the facts as they really are?
7. What makes you think people often make excuses as John does?
8. Why is this a dangerous thing to do?
9. If you make excuses, what can you do to help yourself stop?
10. What do you think people want who make excuese like that?
11. Instead of making excuses, how can they get the attention they really want?

### Summary

Well here we had the story of a boy who made excuses both for himself and to himself, and then got caught in the web of lies that he created.

I think we can all agree that the trouble he is going to face now is greater than what he would have had to face if he had been honest and told his mother the real reason for each of his failures.

# THE NEW KID

## Objective of the Lesson

This story has been carefully written so that Will's difference is not revealed. The teacher and Mr. Minor treat this child just as they would any other new boy. Only from the comments of the child telling the story do we realize that in some way Will Johnson is different.

The conclusion of the story is presented separately so that the children can supply the difference for Will in the first discussion of the questions. If they see this child as racially different, how will they respond to the questions? Then when the conclusion if given, will their answers change?

We are not attempting to gain sympathy for either the racially different child or for the handicapped one. Rather, our goal is, and this must be stressed repeatedly to the children, you must judge a person by his actions. You do not judge him by his appearance, or by what you have heard about him, or his family, his religious, or racial group.

## Questions to Cover

1. How do you think that Will is different?
2. What makes us feel uneasy when we are with a person who is different?
3. Why were the children surprised that Will could do the work?
4. Why when people look different than we do, do we wonder if they are as smart or capable?
5. Does what we look like outside tell you what we are really like inside?
6. How do you think Will feels when he goes into a new group?
7. Do you think that if Will had not been different that Dan would have told him to move out of the way in the gym?
8. Do you think that Will should have punched Danny? (NO)
9. What should Will have done?

10. How do you think the rest of the children felt about Will after he hit Danny?

11. How do you think the rest of the children felt about Danny after Will hit him?

READ THE REMAINDER OF THE STORY

Questions to Cover

1. What makes us feel uneasy when we are with a person who is handicapped?

2. Why were the children surprised that Will could do the work?

3. Why, when people are handicapped, do we wonder if they are smart?

4. How do you think Will feels when he goes into a new group?

5. Do you think that if Will had not been handicapped, Dan would have told him to move out of the way in the gym?

6. Do you think that Will should have punched Danny? (NO)

7. What should Will have done?

8. How do you think the rest of the kids felt about Will after he hit Danny?

9. How do you think the rest of the kids felt about Danny after Will hit him?

10. Why shouldn't kids who are different in any way think of themselves as being special?

Summary

Everyone of us is different in some way. Some of us show our differences more than other people do. But, no two of us are alike, and no one is perfect.

When we work or play with people it is not their differences that we must be interested in, or the way that they are like us that should count either. Instead, each person should be recognized and judged for himself. We must learn to see each person's merits and his behavior apart from his appearance.

4/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

# STORIES UNIT V

# THINK FOR YOURSELF, JIM

When Jim came home from school he expected to find his mother. But instead, there was a note on the table.

> Jim and Jenny,
> I had to take Grandma to the Dr. I
> should be home by 5:15. Please set
> the table, and start your homework.
> Love,
> Mother

"O heck," he thought, "there goes my chance to play with the fellows." He called Smitty and told him he couldn't come. Jim helped himself to milk and cookies. Then he turned on the TV.

When Jen came in from Jr. High they talked for a while. Jen asked, "Did you start your homework like Mom said?"

"Aw, mind your own business," Jim snapped. "If there's anything I don't need, it's two mothers. Boy, you'd think I couldn't think for myself about anything the way everyone is forever telling me what to do. 'Jimmy, get up.' 'Jim, eat your breakfast.' 'Jimmy, wear your sweater.' 'Jimmy, blow your nose!' Boy! I sometimes wonder if I can think for myself."

"So do we," said Jenny as she ran from the room. The book Jim threw hit the door. Jenny was laughing as she ran to her room.

Jim had been furious with the way the afternoon was turning out, but now his anger was directed against that pesty sister. "I hate her," he kept thinking. "I hate her so much I could wring her neck." At that point Jim decided to get up and at least give her a little bit of a going-over.

He tiptoed down the hall and opened her bedroom door while yelling as loud as he could. Jen screamed, and there was a thud. Jim had slammed the door and was running back to the living room. He expected her to follow him.

A minute or two passed, and still Jen didn't come out. Jim was disappointed. "It's no fun to tease if you don't get a rise out of the other guy," he thought. So he went to her door and yelled, "What's the matter, you chicken?"

When he still didn't get any answer, Jim said, "Okay, baby, I'm coming in."

There still was no sound in the room, so Jim twisted the knob and with his foot--like the TV stars do it--he kicked the door open. He waited. "Boy," he thought, "I wonder what she's planning." He was sure she was waiting to pounce on him.

He got down on his hands and knees to crawl by her door. He saw Jen lying on the floor near her closet. Her chair was toppled over.

"Hey Jen, come on, that's enough. You win." But Jen didn't move. Jim ran over to her and saw at once what must have happened. When he came to scare her the first time, Jen was standing on the chair putting something away on the shelf. She really got frightened, and must have tipped the chair. She hit her head on the door.

"Jenny, Jenny," he yelled, but she was out cold. "Mom, Mom, come here! Jen's hurt, Mom." Then Jim realized that he and Jen were alone in the house.

Thoughts ran through his head. "Mom's at the doctor with Grandma. I don't even know who he is. Dad's downtown. It takes him at least thirty-five minutes to come home." He shook his sister, "Jenny, wake up, please."

Jim yelled, "What should I do?" Then he remembered how this all started. He had said, "I wonder if I can think for myself." Well, now he had to find out. He ran next door to Mrs. King's house for help, but no one answered.

As he ran back into his house, Jim saw the phone. He couldn't remember the police number but he dialed the operator. It seemed like hours until the police came, but it really was only a couple of minutes. They were great. They took Jen to the emergency room at the hospital.

A few minutes later, Mrs. Cohen came home. Jim told her what had happened, and what he did. She didn't say a word, just dashed out to the hospital.

Jim set the table. He even tried to do his homework, but he couldn't. After what seemed like hours, he saw his mother drive in. "Where's Jen?"

"They're keeping her in the hospital overnight, just to be sure she hasn't a concussion. She has quite a bump on her head. She'll be okay.

"Jim, I'm proud of you. You really handled that situation very well. You thought for yourself. I guess I must start thinking about you as my big son now."

3/69 By Judith G. Pearlman
For School District No. 110
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# NAMES DO HURT

Marianne was leaning over the lunch table, eating Karen's potato chips. All of a sudden, their hands met on the package and Karen said "Hey, these are mine! The least you can do is ask if you want some. Why don't you bring your own?"

Marianne looked sheepish as she said, "I'm supposed to be on a diet. So my mom doesn't give me any. But I love them."

"Why are you on a diet?" Mary asked. "Are you sick?"

"No," said Marianne, "I just weigh too much."

"Well, you are kind of fat. Don't you like being like that?"

"Oh,I like to eat," said Marianne, "but I really don't like being fat. I never minded before, but now people tease and call me names."

"They tease me, too," said Mary, a tiny little girl who looks as if she should be in first grade instead of fourth.

"What do they tease you about?"

"Oh, they tease because I'm small and skinny. They call me 'Peanut' and 'Shrimp'. And I have an uncle who thinks he's real funny. He calls me 'Rake'. Boy, I'd like to hit him with one."

The other girls laughed and Marianne asked, "Can you lift the rake, Mary?"

"No," laughed Mary. "That's the trouble!"

"I bet everybody gets teased about something," said Karen. "My brother Fred calls me 'Spots' because of my freckles." By then, everyone was laughing. "Gee, we could have a secret club with Spots, Shrimp-the-Rake and Fatso. What's your nickname, Nancy?"

Nancy had been real quiet during all of this. She said, "I'd rather not say. Mine isn't like yours, you know, about how you look."

"Aw, come on, what do they call you? Baby? Or Snooky, or something like that?" Marianne was really enjoying teasing Nancy.

Suddenly she looked at Nancy and said, "Well gee, Nancy, you don't have to get so upset and cry. If you don't want to tell, don't. It's no big deal, you know."

"They call me Faucet-eyes," said Nancy, "and I guess you can tell why." With that, she got up and ran from the lunchroom.

The girls were all quiet for a minute. Then Marianne said, "Gosh, I'm sorry about that, but how was I supposed to know?"

"Aw, don't feel bad, Marianne, you didn't do anything. Look, if she doesn't like being called Faucet-eyes, let her change it. It's Spots and Fatso, and me, Sprimp-the-Rake, who really can't do anything about our names, who have to learn to take it. My mom always says if you don't like a thing that can be changed, do something about changing it. If it can't be changed, learn to live with it, the best way you can."

3/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
Under USOE Project #8-E-051

## BASEBALL JOANIE

Joanie's mother was all dressed. She looked very nice. She called upstairs for Joanie. Carol said, "She's outside with the boys, Mom."

Sure enough, Mrs. Rogers looked out and there was her ten year old daughter playing baseball with the boys. "Joan Rogers!" she yelled. "Come here!"

The boys grumbled about her spoiling their games and Joanie said, "Sorry, guys, we'll play later. Now I have to go and act like a lady."

The boys laughed and one of them said, "What for? They don't have fun."

When she got to the top of the steps her mother said, "Look at you, you're a mess. Go and wash your hands and face and comb your hair."

Joanie went, but she was mumbling something about how she hated being a sissy girl.

When she finally got herself neat enough to please her mother, they got into the car. Mrs. Rogers started out for the Girl Scout Get Acquainted Luncheon in the Junior High.

"I don't know why I even have to go to this thing," Joanie said. "You know I don't want to join Scouts. I hate playing with silly girls. Have you ever listened to them?" Joanie started to talk in a high, funny voice. "My Barbie doll needs a new hair style." "Oh, I'm so glad you said that. I've got a beautiful idea for you; I tried it on Skipper."

Her mother didn't say anything. Joanie went on, "And if they're not playing dolls and house, they're playing school. I don't like to be with them, Mom. I like to play baseball or football with the boys -- that's exciting and at least you're doing something. I hate being a girl -- they never do anything important."

By then they were at the school. Mrs. Rogers didn't add any more to the discussion. She just said, "Well, we both have to eat, so let's eat lunch here and see the movie they have to show and hear what the Scout leaders have to say. You don't have to join, but I do want you to be polite and listen."

Joanie was amazed to see so many of her classmates at the meeting. But she wasn't nearly as surprised as they were. One of them said, "Hi Joanie, I thought you were going to join the Boy Scouts."

"Very funny," said Joan.

After the lunch, they showed a film one of the fathers made at a Girl Scout camp-out. First you saw the girls getting the campsite ready and then putting up the tents. They gathered their wood and built fires and cooked their meals. In the evening, they sat around the campfire telling stories and singing songs. It even showed some of them hiking and fishing and one group was climbing a mountain. Some girls were practicing first aid, while another group was learning about rope-tying.

Joanie was interested in the film from start to finish. She thought, "Boy, those are the kind of girls I'd like to find. I might even be able to talk to them."

When the film ended the Scout leader stood up. "I'm sure you all enjoyed watching the girls and seeing how they could do so many of the things we usually expect only boys to do. Today, even our job list is as long as one for men. And this challenge is very exciting.

"Women are doctors and lawyers, scientists and explorers. They are to be found in all parts of the world doing very exciting, dangerous, and very important work. Scouting is trying to prepare girls for this challenge. We try to make you ready for the unexpected. We want to train you to think and act quickly in all situations. But, over and above all of this, we want to teach you to be ladies. Because, no matter what career a girl chooses, the world expects her to be, first of all, a lady, and to know all the basic homemaking skills. Now, I'd like the girls in Troop 58, some of whom you saw in the movie, to stand, so that we can all thank them for making this lovely luncheon for us today."

As Joanie looked around, she was amazed to see standing so many of the girls from the fifth and sixth grades in her own school.

On the way home, Mrs. Rogers didn't say anything. Finally, Joanie spoke up. She said, "Say, Mom, how can I make the girls like me and how can I learn the things a girl should know?"

# NO ONE'S PERFECT

The pile of papers around Douglas' desk was growing rapidly. He must have started the same composition over five times. Each time he'd make a mistake, he'd crumple the paper up and throw it down. He looked over at the clock. It was almost 3:15. If there was anything Doug wanted, it was to finish that composition so he wouldn't have to take it home. He was so nervous about it now, though, that he was making stupid mistakes all over the place. He finally gave up and, with a sigh, he tucked the paper in his book.

Miss Henky looked over at him with a sort of questioning expression on her face.

Doug said, "I'm taking it home, Miss Henky. I've had trouble getting it just right. I'll bring it back tomorrow."

"Doug, you are getting to be a perfectionist and that's bad," Miss Henky said.

"What's a perfectionist, Miss Henky?" Carol asked.

"That's a person who wants to do things perfectly," she answered.

"What's wrong with that?" Bruce asked. "I would think you'd like us all to be perfectionists."

"Well," Miss Henky said, "I'd like to see you all try to do good work but not to be a perfectionist. That person is never satisfied and never really happy with what he does. Doug, what was wrong with your stories? Why did you have to start over so many times?"

Doug looked funny as he said, "Well, the first one I started, I wrote two lines and then I made a mistake. I erased it but it made a dirt mark, so I crumpled it up. The second time, I started to write on the wrong line..."

Doug stopped because Becca was saying, "But that had nothing to do with writing a composition. Those weren't good reasons for starting over."

"Yes they were," said Doug angrily, "and you mind your own business. I like my work to be neat and I don't like to make mistakes. Those are good reasons."

"Gee," said Becca, "I'm sorry. I didn't mean that they weren't good reasons. What I meant was this wasn't our good copy of the story, so why did you have to be so picky about it?"

Doug looked at her, "I don't know why I do it, I just do."

Miss Henky asked, "Doug, have you always worked this way?"

"Well, no, I guess maybe it started when I got a perfect paper at the beginning of the year and you made a fuss about it. I got a star and you even put it up on the bulletin board, remember Miss Henky? Well, I made up my mind that would be what I would try for all the time."

"But gosh Doug, it must take you forever to get the papers just right, doesn't it?" asked Bob.

"Yes," said Doug quietly, "it sure does, sometimes."

"Boy, how do you feel when you find you made a mistake that you didn't even know about?" asked Bobby.

"I feel awful. Kind of like, what's the use of trying. But next time I go and do it again, anyhow."

Ken asked, "Do you do this at home, too?"

"Yes, I suppose so, but there it's easier. My brother Greg is such a slob that anything I do looks perfect by comparison."

Everyone laughed. Miss Henky looked around the room and then she said, "I don't think there's anyone here who can say what Doug is doing is wrong. He is trying positively to get us to approve of him and his work and to pay attention to him.

"He is not being a pest or a show-off. But, Doug is trying too hard. He is setting his goal too high and he may be disappointed and discouraged.

"Doug, everyone makes mistakes. There isn't a person alive who doesn't. Don't try to make the rest of us feel bad."

4/69 By Judith G. Pearlman
For School District No. 110
Deerfield, Illinois
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# IT WASN'T MY FAULT

"Boy, were the kids mad at the teacher today, Mom," said John as he entered his house late. "We all had to stay after school for being noisy. She said we'd have to stay tomorrow, and Friday, too."

"My goodness, that doesn't sound like Miss Brownley. She never made your brother Steve's class stay after school. You children must be very bad. How did you do on your social studies test, John?"

"That's another thing, Mom, we all did very badly. In fact, you have to sign my paper. I think only two kids passed. Gee, were we mad at her. She gave us a terrible test."

"My gosh, John," said his mother as she signed the paper, "did you study at all for this test?"

"Well, not really, Mom. You see I couldn't because we were going to Aunt Fran's house."

"You mean you only got one day's notice about the test? I find that hard to believe."

"Oh no, Mom, we had two nights to study but remember the night before that, I was real tired and so I went to bed early."

With that, John left the room before his mother could get started with more questions.

After supper, Mr. Towns asked the boys if they had any homework. When they told him it was finished, he took the family to hear the Senior High Band Concert.

The next day in school, Miss Brownley said, "Before we get on with our work, let's get all the paper collecting finished. Those people who had to have their social studies tests signed, bring them up now." John sat in his seat. Then Miss Brownley asked for the rest of the papers. When they were all in, John went up to her desk with his paper.

"Miss Brownley, I'm sorry I didn't bring up my paper before. I was reading my book, and it was so exciting, I didn't hear you call for the papers."

Miss Brownley took the paper without saying anything. But she looked at John kind of funny.

"All right, people, now I'd like your homework. Pass it forward, please."

"Miss Brownley."

"Yes John, what is it?"

"I couldn't do the homework last night. My grandma is sick and we had to go see her. I'll bring it tomorrow, okay?"

Tony leaned over and whispered, "Hey, I saw you at the band concert, you liar."

"Mind your business," said John.

As the class was leaving to go home, Tony said, "Hey John, you playing ball with us today?"

"I don't know yet, Tony. I've got to talk to Miss Brownley. I'll call you later."

When everyone was gone, Miss Brownley made John come up to her desk and get the assignment he had to do over. She said, "Now you work quickly and maybe you won't have to stay tomorrow, too. But young man, you must get this work done. You've been wasting time."

"Gosh Miss Brownley, I really don't waste time. I have headaches."

"Well, then I'll have to speak to your mother."

"Oh, but they're better this week. I'll get to work now."

When John got home his mother was waiting for him. "Tony called. I thought you said the whole class had to stay in."

# THE NEW KID

Whenever a new kid comes into the class we're all excited. But today was different. When Mr. Minor came in with Will, we didn't know how to act. Mr. Minor was busy giving us the old routine about how he hoped we'd make Will feel welcome and a part of our school. But we weren't listening, not that we wanted to be rude, that wasn't it at all. It was, well, Will was different and we didn't know what to say, or where to look, or how to act. Will looked back at us, and he must have known how we all felt.

Finally, Mr. Minor finished talking and Miss Henky sat Will down next to Bob Bennett. I don't ever remember our classroom being so quiet. Miss Henky finally said, "Well, you sure seem to be all ready for work, so let's get started." The class was glad to pay attention to her. We all enjoyed the science lesson and we were surprised at how much Will knew. He knew the answers and he had a lot of extra comments to make. Science ended too soon for us boys. We had gym next. We were hoping Miss Henky would decide that Will should stay with her so he could get caught up with math or something. But, she didn't. She asked Will if he had gym shoes and when he said "No" we were all hoping that that would be a good reason to keep him back with her. But instead, she said, "Well, you go along, the gym teacher will let you play in your stocking feet today."

We got downstairs and Will went up to the gym teacher. "I'm new. My name is Will Johnson. Miss Henky told me to tell you I don't have gym shoes today. She said I could play in my socks if that's okay with you."

Will sure surprised us. He didn't act shy or anything. I guess we expected he would, or at least I did. Mr. Caska told him he could play and to line up with the rest of the class along the wall. I was hoping Mr. Caska wouldn't pick captains and make us choose kids for our teams like he does sometimes, 'cause I knew nobody would want to choose Will. Today, though, he had us count off by twos. Will was on my team. "Okay boys," he said, "let's see a good fast game of volley ball today. B Team play on this side of the net."

The kids sort of shuffled around on the court taking their favorite positions. I expected Will to get way in the back, but instead, there he was up near the net. Big mouth Danny came up to him and said, "Hey, move back, we want to win this game."

Will looked at him and said, "I like it here and until I make a mistake, you mind your own business."

Danny was going to say something else but Mr. C came and told him to move back. He blew the whistle then and the game started. Kevin hit the ball over the net and Bob returned it. It seemed as if they were going to keep the action on the side away from Will when all of a sudden Charlie sent the ball flying over the net in Will's direction. I don't know where Danny had been playing but all at once there he was next to Will.

As Will reached up to hit the ball, Danny's hand was there shoving him out of the way. The ball tipped the net and we won the point, but nobody noticed that because Will had turned around and punched Danny.

"Don't you touch me," yelled Danny. "You have no place in our school."

* * * * * * *

Before Mr. C could reach them, Will had knocked Danny down and was sitting on him. His scarred face was all red from anger. With his good hand he was pushing on Dan's chest. "Listen you, just 'cause I don't look so nice is no reason for you to shove me around. Maybe there'll be some things I can't do but you aren't going to be the one to tell me what they are, see! And don't you try making it tough for me either, 'cause I can take care of myself."

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